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# Digital Lessons for Enhancing Communicative Skills: A Handbook for Turkish EFL Teachers

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University of San Francisco

**Digital Lessons for Enhancing Communicative Skills: A Handbook for  
Turkish EFL Teachers**

A Field Project Presented to  
The Faculty of the School of Education  
International and Multicultural Education Department

In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts in Teaching English as a Second Language

by  
Hale Hande Demirel  
December 2015

# **Digital Lessons for Enhancing Communicative Skills: A Handbook for Turkish EFL Teachers**

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

by

Hale Hande Demirel

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UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

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Date

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## CHAPTER I INTRODUCTION

### **Statement of the Problem**

English has become a global language due to its influence in the fields of economics, culture, education, diplomacy, and technology (Crystal, 2012). With the international dominance of English, it is essential to be able to communicate in English successfully. However, achieving communicative competence may be a challenge for many non-native speakers of English (Shumin, 2002). According to the Turkish National Needs Assessment of State School English Language Teaching Report (2013), Turkish learners of English “fail to learn how to communicate and function independently in English” (p. 16). As non-native speakers, numerous Turkish students struggle producing oral English. There is a saying in Turkish often as an excuse for communicative incompetence, which translates as “I can understand English, but the problem is that I just cannot speak English.”

In Turkey, English language instruction starts in the 4<sup>th</sup> grade in public schools. After approximately 1,000 hours of formal language instruction, more than ninety percent of Turkish students failed to communicate successfully in English (The Economic Policy Research Foundation of Turkey [TEPAV] & British Council, 2013). Despite all the years of English instruction, the English proficiency of Turkish learners remains largely insufficient. In fact, Turkish learners rank 41<sup>st</sup> out of 60 nations in their level of English language proficiency. In 2012, the average total Test of English as a Foreign Language (TOEFL) score of both native Turkish speakers and residents of Turkey was 75 over 120, similar to countries like Sudan and Ethiopia (TEPAV & British Council, 2013).

One of the major contributing factors is instructional methods and techniques used in Turkish English as a foreign language (EFL) classrooms (Saricoban, 2012). Generally, the language classes in Turkey focus predominantly on grammar-based teaching. Many teachers are more concerned with teaching correct grammar over all the other language skills such as speaking and writing. Classroom activities are limited to rote learning of grammar rules and decontextualized vocabulary exercises. Students are pressured to sit through hours of very traditional, teacher-centered sessions. Later, they are given multiple choice proficiency exams that are mainly targeted to test grammar. Therefore, authentic and creative use of language is often unattainable.

As reported by TEPAV and British Council (2013), teaching materials are also a significant contributor to the problem as well. The official textbooks do not address student needs. Most English course books are filled with long texts paired with poor audiovisual materials. Likewise, there is very little integration of modern technology in the majority of classes. Subsequently, many Turkish students are failing to obtain communicative competence in English. Grammar-based approaches were identified as one of the main factors that lead to the failure of Turkish students to speak/understand English on graduation from high school. According to TEPAV and British Council (2013), the failure to learn English before the end of high school affects the students' language performance in higher education and also impacts the quality of higher education institutions in which the medium of instruction is English.

Therefore, this project focuses on developing English language teaching materials featuring authentic language use and interactive technology to enhance communicative

competence of Turkish learners. The materials produced for part of this project model student-centered lessons in which students are continuously engaged in producing, creating and interacting with each other in English.

### **Purpose of the Project**

The purpose of the project is to design English language instructional materials that emphasize the use of authentic language and engaging digital tools with a communicative learning approach. The handbook includes two theme-based lessons with interesting unit activities as an alternative resource to traditional ESL books and an accompanying website. Each unit of the project will encourage teachers to use “real” language and interactive technology for learning English in a supportive and cooperative learning environment.

The project aims to provide materials that require the use of modern technology to maximize students’ interest and engagement. The project seeks to take advantage of fun and easy online tools in the belief that the rich digital environments may help students to “think critically, collaborate, communicate effectively, direct their own learning, and believe in themselves” (Hewlett Foundation Deeper Learning, n.d.). Accordingly, the digital materials of the lessons will be crucial for successful classroom implementation.

All of the lessons are designed to emphasize peer cooperation and collaboration for successful learning. Therefore, the implementation of the lessons will differ greatly from the teacher-dominant and one-way interaction patterned language classrooms. The content of the handbook can be improvised or modified and adapted to meet the needs of unique teaching-learning situations in case of need.

### **Theoretical Framework**

This project is based on three theories of language acquisition and instruction:

communicative language teaching (CLT), emphasizing meaningful and authentic use of language; multiple intelligences (MI), which highlights the importance of addressing different types of intelligences to maximize learning; and theme-based language teaching (TBLT), promoting lessons based upon specific themes and topics to develop language skills.

The first theory that supports this project is communicative language teaching (CLT). CLT is a language teaching approach that promotes the development of communicative skills. According to Spada (2007), CLT is described as a “meaning-based, learner-centered approach” by a number of experienced teachers of English as a second and foreign language (p. 272). This approach focuses on increasing learners’ communicative abilities rather than grammatical mastery. In this approach, fluency is given priority over accuracy and the emphasis is on the comprehension and production of *messages* (Spada, 2007). In order to understand this approach better, it is important to look into the term *communicative ability*. If a person has communicative ability in a language, he or she has the knowledge of linguistic forms as well as the non-linguistics knowledge, such as the communicative functions, of the language to understand the intended functional meaning by the speaker. Therefore, he or she would be able to successfully interpret the intentions of the speaker considering the specific situation involving the communicators (Littlewood, 2010).

Since the purpose of this theory is to enhance learner’s communicative ability in English, the materials developed for this project will follow the general principles of CLT. The lessons emphasize the expressions of messages over grammatical accuracy. Instructors are advised to incorporate authentic and functional use of English in the

classroom. Likewise, the classroom activities promote student engagement in meaningful tasks as active communicators of language. Nunan (1991) outlines five features of CLT as follows:

1. An emphasis on learning to communicate through *interaction* in the target language.
2. The introduction of *authentic* texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the *learning process* itself.
4. An enhancement of the learner's own *personal experiences* as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

The second theory that supports this project is multiple intelligences (MI) developed by Howard Gardner, professor of education at Harvard University. MI is a theory of intelligence that proposes an alternative view on how people learn. According to Howard Gardner, human intelligence is multifaceted and people learn in different ways. Therefore, schools should address the needs of students with different cognitive capacities. Gardner (2006) explains the main idea that lies behind this theory as follows: "It is a pluralistic view of mind, recognizing many different and discrete facets of cognition, acknowledging that people have different cognitive strengths and contrasting cognitive styles" (p. 5). Therefore, teachers should have an awareness of these differences in order to personalize their teaching methodologies.

Gardner (2011) argues there are eight types of intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. According to the MI theory, lesson plans and activities should address a range of intelligences in order to benefit students with different thinking and learning preferences.

The materials in this field project include features of the MI theory and different learning modalities. The lesson plans combine a variety of activities to serve students who have different strengths and skills such as verbal, visual, and interpersonal. With the help of digital tools, teachers will be able to incorporate elements of linguistic intelligence with authentic and meaningful texts. Visual intelligence will be addressed with engaging images and videos. Likewise, students will interact with each other in individual work, pair and group work, addressing intrapersonal and interpersonal intelligences.

Finally, the third underlying theory of this project is theme-based language teaching (TBLT). This teaching method promotes the use of thematic units that focus on a topic or a content area to enrich language instruction (Haas, 2000). In theme-based lessons, authentic materials that are targeted at the native students of English can be integrated (Strong, 1995). In thematic units, language learners will have the opportunity to use authentic English in meaningful contexts and potentially increase their cultural knowledge as well.

The materials in this project are based on the main principles of TBLT. The lesson plans are organized around interesting themes for developing all language skills: reading, writing, listening, and speaking. In 1994, Freeman and Sokoloff remarked that

thematic instruction should offer a constructivist approach to learning; hence learners should be encouraged to think and create their own understandings of a topic or concept through exploring, reflecting, presenting and performing. In alignment with this aspect of TBLT, the suggested activities focus on engaging students in a variety of real-world tasks and use English in different situations.

### **Significance of the Project**

This project is a significant for Turkish teachers and learners of English as a foreign language. Students have access to modern and innovative lessons that features engaging and interactive technology. They will be required to use easy and fun digital tools to learn English actively. Additionally, teachers will be provided with easy-to-follow lesson plans that are based in communicative language teaching and constructivism as opposed to traditional methods. It will help teachers create a meaningful and collaborative learning environment in which students are actively productive and creative in the classrooms. Finally, the materials integrate authentic language and real world tasks. Radinsky et al. (as cited in M. Kearney et al., 2012), underlines that authentic tasks serves the learners well as those kind of tasks offer real world relevance and personal meaning to them.

### **Limitations of the Project**

There are several limitations associated with this field project. This project was designed for Turkish learners of English with intermediate level of proficiency. Therefore, students with different proficiency levels of English may not benefit from the materials. Another limitation of this project is that the materials were created with the interest of young adults. Therefore, the content and the language may not be appropriate for different age groups such as young children or older adults. Another limitation is that



the topics of the teaching material were designed for Turkish classrooms. Teachers who are in non-Turkish teaching contexts may find the topics irrelevant or insignificant for their classrooms.

Other limitations of the project are related to the digital components of the materials. Use of the materials requires technological equipment such as computers, audio-visual systems, and Internet access. As a result of this aspect of the project, schools without access to modern technology will not benefit from the materials. Furthermore, some Turkish teachers may not have the technical training needed to utilize the materials effectively and assist their students when it is needed. Lastly, even though the teachers may have the necessary technical skills, some of them may feel uncomfortable integrating technology in classroom activities (Merc, 2015).

### **Definition of Terms**

**Audiovisual material:** This term refers to the presentation of materials designed to aid in learning or teaching by making use of both hearing and seeing (Merriam-Webster Online, 2015).

**Authentic language:** Authentic language is the product of real speaker or writer intending to deliver a real message to a real audience (Gilmore, 2007).

**Collaborative learning:** This type of learning involves two or more people work in cooperation and collaboration to build knowledge together. Collaborative learning entails students to become more autonomous and take responsibility in their own learning (Dillenbourg, 1999; Dooly, 2008).

**Communicative competence:** European Commission (2004) defines this term as the capacity to successfully express and interpret ideas, feelings and facts in speaking,

listening, reading and writing in a socially and culturally appropriate way in a language.

**Communicative language teaching (CLT):** “CLT is an approach to L2 instruction which is primarily meaning-based and includes attention to both fluency and accuracy” (Spada, 2007, p. 272).

**Digital tools:** These tools are characterized by electronic and especially computerized technology (Merriam-Webster, 2015). Examples of such tools include mind mapping, brainstorming, polling tools.

**English as a foreign language (EFL):** It is a term that refers to the use or study of English language by non-native speakers in countries where English is not the dominant language for communication (Nordquist, 2015).

**English as a second language (ESL):** ESL is the study of English for students who are learning English in an English-speaking community or country (Broughton, Brumfit, Pincas, & Wilde, 2002).

**Grammar-Translation Method:** This method of teaching uses grammar as the foundation for language teaching. Some common practices of this method are detailed explanations of grammar, memorizing bilingual vocabulary lists, reading and writing long classical materials (Zimmerman, 1997).

**Inductive teaching:** In inductive teaching method, students are expected to notice rules and patterns of a language. Learners are not given rules and explanations at the beginning (Prince & Felder 2006).

**Multiple intelligences (MI):** MI is a theory of learning that suggests eight different intelligences for thinking and learning. Developed by Howard Gardner, this theory suggests that lessons should be presented through multiple modes of delivery to reach

more students (Gardner, 2011).

**Theme-based language teaching (TBLT):** This method is based upon teaching language through the use of thematic units that focus on content-area information (Haas, 2000).

## CHAPTER II REVIEW OF THE LITERATURE

### **Introduction**

English is the most studied foreign language in Turkey today. There are many good reasons for studying English. To begin with, knowledge of English has become a requirement for better-paying jobs in Turkey (TEPAV & British Council, 2013). It is also a requirement for Turkish students who are seeking employment with international companies. On a communal level, the ability to communicate in English is a key to success in numerous parts of modern life. English is the language of sports, entertainment, technological developments and scientific research. Having strong communicative skills in English empowers Turkey to maintain economic and diplomatic relationships with English-speaking countries. Moreover, English is important for Turkish tourism since it is language of communication for many travelers (Dogancay-Aktuna & Kiziltepe, 2005).

Even though English is the most widely studied foreign language in Turkish education system, many Turkish learners struggle in to communicate effectively and fluently in English. According to the EF English Proficiency Index developed by Education First, Turkey ranks 43<sup>rd</sup> out of 44 countries, behind countries such as Saudi Arabia and Indonesia (Koru & Akesson, 2011). Koru and Akesson (2011) argue that Turkey's deficiency in English is the result of Turkey's broader education problem: inadequate funding per student in the system. Subsequently, many Turkish students do not have access to high-quality English instruction and modern textbooks.

With computers and mobile devices becoming more abundant in daily life, people have gained access to information through free online sources. Likewise, teachers and

students are no longer limited to physical textbooks as a source of information.

According to Savas (2014), the developments in technology have potential to positively affect how we teach English in classrooms. In a survey of 40 Turkish prospective English teachers, Savas (2014) found that using instructional tools had a positive impact on teaching language skills. Therefore, it is suggested that Turkish EFL teachers and researchers should be involved in developing more activities, strategies and materials that integrate technology in English instruction (Savas, 2014). Therefore, there is a strong need for EFL materials in Turkey that combines communicative language teaching with the power of interactive technology.

In this literature review, three major themes are examined: English education in Turkey, the differentiated and activity-based theories, and the use of digital technologies in English education in relation to this field project. The review begins by presenting a brief history of English instruction in Turkey. The historical and more current English education policies in Turkey are also examined. The first section also includes the current state of English instruction in Turkish classrooms. In the second section, the differentiated and activity-based language teaching theories are examined. The three main theories that support this field project are communicative language teaching, multiple intelligences, and theme-based language teaching. This section demonstrates how these three theories are implemented in the materials developed as part of this field project. Lastly, the third section- the use of digital technologies in English language education – focuses on the significance of technology integration in English instruction. This section begins with an overview of educational technology in Turkish education.

Also, recent studies on the effectiveness of using multimedia in English teaching and learning are included in this section.

### **English Language Education in Turkey**

English has been an important component of both public and private education in Turkey for decades (Solak & Bayar, 2015). Indeed, English education dates back to as early as the Ottoman Empire (1808-1922). In 1863, Robert College, today known as Bogazici University, began using English as the medium of instruction in Istanbul, Turkey. English was selected as the language of instruction since it would function as a neutral common language for students from different nationalities and cultures (“History of Bogazici University,” 2015).

In 1923, with the establishment of the Republic of Turkey, the founder Mustafa Kemal Atatürk initiated a number of education reforms. One of the most significant of these reforms was to replace the Arabic-based alphabet with a Latin-based in 1928. According to Saricoban (2012), this reformation made learning English much easier for Turkish learners. By 1957, English-medium education made its official introduction as announced by the Minister of Education (Zok, 2010). Scholars credited the main motivation behind this development to globalization at the time (Tildirim & Okan as cited in Zok, 2010). In 1956, Middle East Technical University became the first university in Turkey to use English as the language of instruction. Several public and private universities adopted English as the medium of instruction in subsequent years (Solak Bayar, 2015). Foreign language teaching (FLT) policy underwent a major modification in 1997. Students would be introduced to English language instruction beginning grade four. Consistent with 1997 governmental mandates, the main goal of secondary level foreign language education was to improve the communicative skills of

the students (Saricoban, 2012). This reform marked the era of communicative language teaching (CLT) in Turkey.

Once again in 2008, the Ministry of National Education (MONE) outlined an amended action plan for the foreign language education placing CLT at the center of education. Some of the goals determined by the MONE (2008) were as follows:

1. Using appropriate methods and techniques of English teaching process;
2. Using of technological resources in teaching English;
3. Providing students to use English in a clear and understandable way;
4. Improving students listening skills; and
5. Improving students speaking skills.

According to this new action plan, all four skills would be targeted in classroom with the use of effective and accurate English. However, Saricoban (2012) argues that the plan was not implemented properly in most Turkish EFL classrooms. Besides, another reason for the failure of the plan is attributed to the fact that “the academic content for foreign language teaching has been agreed upon by experts in MONE not by the field studies that search for the real needs of our learners” (p. 2646). However, it is suggested that language teachers have the power to overcome the issues related to Turkey’s English deficiency by implementing the policy objectives in their practice.

In 2013, the Economic Policy Research Foundation of Turkey (TEPAV) and British Council conducted one of the most comprehensive research studies on English language teaching in Turkey. The researchers attempted to uncover possible solutions to Turkey’s English education difficulties. Therefore, the study focused on determining how English instruction could be improved in Turkey. The data collected for the study

included classroom observations of 80 English language classes from all over Turkey. The report by TEPAV and British Council (2013) highlighted that the majority of English classes in Turkey are still teacher-centered. According to the report, almost all classroom practices were centered on “students learning how to answer teachers’ questions (where there is only one, textbook-type “right” answer), how to complete written exercises in a textbook, and how to pass a grammar-based test” (p. 16). In other words, observations revealed grammar-based exams with right/wrong answers undergirded the teaching and learning process.

Solak and Bayar (2015) investigated the university level Turkish students’ attitudes towards the current challenges they encountered in learning English. The study subjects received English instruction throughout their academic lives; however, the majority of the participants stated they were not able to achieve their desired proficiency in English. According to Solak and Bayar, the focus of English education in Turkey was centered on grammar teaching (Solak & Bayar, 2015). In the same study, some participants remarked on their disappointment and frustration in relation to the English language education system in Turkey. Participant commented that the teaching/learning of communication skills in English were often nonexistent in most classes they attended in 15 years of formal language education.

### **Differentiated and Activity-Based Theories in English Education**

Multiple intelligences (MI) is a theory, developed by Howard Gardner in the early 1970s, that suggests individuals possess eight different intelligences (Davis, Christodoulou, Seider, & Gardner, 2011). The eight intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence,



bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence. According to MI, individuals may have strength or aptitude in some intelligences more than others. Consequently, knowledge is acquired in different ways depending on the individuals' unique combination of cognitive potentials (Davis et al., 2011). Gardner argues that the traditional education system has valued and tested linguistic and logical mathematical intelligences over the other combination of intelligences (Davis et al., 2011). According to Davis et al. (2011), most classroom activities and exams are heavily biased toward the language-logic related skills, and the other intelligences are often overlooked or neglected. This bias may generate drawbacks for students who do not possess aptitude in these specific intelligences. Therefore, an ideal education system should embrace the complex nature of intelligence.

English language instruction can also benefit from MI in relation to the possible classroom implications. According to Sulaiman & Sulaiman (2010), English teachers should incorporate the MI into their classroom practices since it “supports the development of communicative approach and competence based strategies” (p. 137). MI supports another critical view on learning that is relevant to language education: every learner is unique. Some learners tend to “think in words, or by reasoning, or in images and pictures, or through somatic sensation, or via rhythms and melodies, or by bouncing ideas of other people, or simply think deeply inside of themselves” (p. 136.) Therefore, learners can be categorized into three different learning styles: *visual learners*, *auditory learners* and *kinesthetic learners*. For instance, using engaging images and videos in English classes may be helpful for visual learners who learn the content better with visual aids. On the other hand, auditory learners acquire language best when they hear the

content, talk and listen to others, and they pay attention to the tone of voice and pitch of the speaker.

A language class that is based on MI should include various forms of activities to reach students who acquire language through different modalities. Some sample MI activities for English classes may include oral presentations (linguistic intelligence), mind mapping (visual intelligence), peer collaboration (interpersonal intelligence), and reflective writing (intrapersonal intelligence). In conclusion, applying MI theory English instruction may improve student learning and success by addressing their unique skills and learning styles.

English instruction is generally constructed around three main frames of language teaching: grammatical structures, communicative functions, and most recently, content (Strong, 1995). Theme-based language teaching (TBLT) is structured on the third main frame, content. The focus of TBLT is to teach English through the study of themes or topics. Sample themes in theme-based lessons may include foreign films, international cuisine, or holidays. In 1995, Strong investigated the use of theme-based curricula to teach English as a second language at a Japanese university. To begin with, Strong (1995) argued that thematic language teaching has the greatest potential to arouse interest among language teachers and students. With the integration of engaging and interesting themes, English teachers are able to create real-life situations to engage students in using English for communicative purposes. Subsequently, learners are presented with many opportunities to develop their communicative skills in English. Strong (1995) concluded that “using a theme-based curriculum to teach English is an excellent way to move beyond traditional grammar-based exercises and into more communicative activities” (p.

12). The EFL materials used in most Turkish classrooms lack authentic language and engaging content, which was identified as a reason for low success level of Turkish students (TEPAV & British Council, 2013). Therefore, integrating TBLT into English education can be helpful for increasing success level of Turkish students.

Theme-based language teaching has received much support from the field of foreign language education. In 2000, Haas researched the implications and benefits of theme-based language instruction for French, German and Spanish classes in the K-8 schools, elementary-middle schools. Haas (2000) explained that the purpose of using theme-based teaching is to integrate language, content, and culture into activities that allow students to practice the foreign language and that prepare them to use it in a variety of contexts. Therefore, the teachers who participated in the study expressed that they chose to use TBLT activities to enhance their students' critical thinking and engage them in meaningful contexts in which they can use English to "express themselves in the language, and negotiate meaning in the language" (Savignon as cited in Haas, 2000, p. 7). In his study, Haas (2000) found that the students were involved in TBLT lessons actively participated in group and pair activities, and they communicated with each other in the target language in a variety of meaningful and exciting situations.

According to the needs assessment conducted by TEPAV and British Council (2013), English instruction in all eight classes observed across Turkish state schools failed to integrate the communicative aspect of the language in teaching and learning. In the report, it was concluded that all the teaching techniques and materials failed to take into account of practicing English for authentic communicative purposes. As a result, the majority of Turkish students were communicatively incompetent in the language. It is

suggested in the report that classroom practices in Turkey should offer more opportunities for students to communicate in English independently (TEPAV & British Council, 2013). The literature presented in this literature review support the idea that using theme-based English lessons may increase the communicative competence of Turkish students.

Communicative language teaching emerged as a response to grammar translation method (Farooq, 2015). Until middle 1900s, English language instruction was characterized by grammar translation method (GTM). With this teaching method, classroom practices focused on teaching grammar rules of the target language (Liu & Shi, 2007). There was a substantial emphasize on memorization and drill-based activities. GTM was severely criticized by some reformers at the time. Grammar translation method was found to cause “frustration for students by a tedious experience of memorizing endless list of unusable grammar rules and vocabulary, and the limitations of practice techniques never emancipate the learner from the dominance of the first language” (pp. 69-70). Through grammar translation, students lack an active role in the classroom and strictly following the textbook. In spite of these disadvantages, the grammar-translation method is still the most utilized method in language teaching.

In the 1960s, British linguists developed communicative language teaching as an alternative method for language teaching. In the following decade, CLT gained widespread recognition and became the leading teaching method in the field (Farooq, 2015). As a result of its focus on communicative aspects of language, this method is still one of the most popular methods in the field of foreign language education across the world. Contrary to the traditional structural methods, the main purpose of CLT is to

provide learners with opportunities to use authentic English in collaborative activities rather than to focus on teaching grammar rules and decontextualized vocabulary (Farooq, 2015). Richards and Rodgers outlined some of the main features of communicative view of language as follows:

1. Language is a system for the expression of meaning;
2. The primary function of language is for interaction and communication;
3. The structure of language reflects its functional and communicative use; and
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (as cited in Liao, 2000).

The communicative method promotes teaching English in meaningful and comprehensible contexts with an emphasis on improving communicative competence of learners. Therefore, this method focuses on developing the all four language skills through a variety of skill-based and learner-centered activities. Some example CLT activities may include role-plays, information gap activities, pair and group-work activities requiring two-way exchange of information, and fluency-based activities.

Liu and Shi (2007) emphasize that learners are expected to be active participants of language learning process in this method. Likewise, teachers are not the sole authority but rather “an organizer, a guide, an analyst, a counselor, or a group process manager” (p. 71). Incorporating communicative activities improves students’ productive language skills such as speaking and writing. In 1996, Thomson found that these type of activities resulted in students’ producing greater amount of language compared to the teacher-centered activities (as cited in Coskun, 2011). Moreover, according to a study by Akram

and Mehmood (2011), communicative activities increased Pakistani students' self-confidence in learning English, and improve teachers' satisfaction with their classroom practices (as cited in Farooq, 2015). Therefore, English classes that are centered on the communicative language teaching method may be beneficial for Turkish students' English proficiency level.

### **Use of Digital Technologies in English Language Education**

With the ever-expanding role of technology in education, English instruction has experienced a shift towards a variety of modern teaching practices that utilize technology. One implementation of technology in English language teaching may involve using digital technologies and multimedia to provide rich and effective learning experiences to learners. Some examples of such practices may include using pictures, videos, online boards and wall charts to maximize students' learning in language classes. Incorporating digital technologies in classroom practices has attracted a great deal of interest and support from many teachers and researchers in the field.

In 2008, Yang and Fang investigated the characteristics and advantages of using multimedia to create context to teach English as a foreign language. In their study, Yang and Fang (2008) asserted that using multimedia in English language lessons has been widely accepted as an effective method for teaching English in the modern China. According to Yang and Fang (2008), "A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence" (p. 137). They also suggested that integrating multimedia in classroom activities enables teachers to create a stimulating learning community rich with teacher-

student interaction. In this way, teachers are able to build a language environment where students can proactively engage in the learning process.

Another advantage of using multimedia in English language teaching is to stimulate students' interest in learning English, as well as enhancing teachers' motivation in English teaching. Zhang stated, "Through multimedia and network technology we can offer students not only rich sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English" (as cited in Yang & Fang, 2008, pp. 137-138). In their study, Yang and Fang (2008) concluded using multimedia in English teaching is a helpful and useful method for improving students' language skills and communicative competence. Therefore, it can be suggested that utilizing multimedia in Turkish EFL classrooms may help address Turkish students' low level of communicative skills and enhance their overall proficiency in English and motivation.

In 2010, Genc and Aydin published a research study on Turkish students' motivation towards computer use in English as foreign language learning. Dörnyei (1998) highlights that, "motivation is one of the keys that influence the rate and success of language learning" (as cited in Genc & Aydin, 2010, p. 1367). On that account, Genc and Aydin's study is noteworthy for the field of EFL education in Turkey due to its recent publication date and the large number of subjects. The study consisted of 126 learners of English between the ages 18 to 24 at Inonu University in Turkey. The main purpose of the study was to find answers to the question of how motivated Turkish university level students were in using computers in English lessons and how useful they viewed the time

spent in computer-enhanced language class. The data collection was conducted through a questionnaire and the procedure of the study included statistical analysis (Genc & Aydin, 2010). Firstly, one of the three main findings of the study indicated the majority of EFL learners have a high level of motivation towards computer use in language learning process. Secondly, it was found that the EFL learners mainly held the belief that using computer in language learning is important and effective. The studies examined in this section of the literature review support the idea that using digital technologies in language teaching can be highly effective and useful in increasing Turkish students' success level in learning English.

### **Summary**

In this literature review, three themes were investigated: 1) English language education in Turkey, 2) the use of digital technologies in English language teaching and learning, and 3) and the implementation of theories and approaches in relation to this field project. The findings of the literature review support the idea that classroom instruction using authentic and communicative materials are needed in Turkey to improve communicative skills of Turkish learners of English as a second language. The review also indicates that employing interactive digital technologies may be helpful in implementing CLT and TBLT effectively and to increase the overall English proficiency of Turkish learners.

In the first section of the literature review, the development of English instruction in the Turkish educational system was examined. Since the early 1900s, there have been many attempts to improve English language education in Turkey. The most essential reforms were made in 1997 and 2008 in relation to the improvements of students'



communicative skills in English (Saricoban, 2012). However, according to the Turkey National Needs Assessment of State School English Language Teaching Report, the majority of Turkish students fail to achieve the desired level of success in communicative competence in English. (TEPAV & British Council, 2013). The report also illustrates attempts in improve language education have been hindered by the poor implication of the policy guidelines into classroom practices. TEPAV and British Council (2013) asserted teacher-centered practices and grammar-based teaching are still dominant in the classrooms. Therefore, it is suggested that English teachers should implement the communicative-based instruction in their practice to overcome the issues related to Turkey's English deficiency.

The second section of the literature review explored the three theories implemented in this project. The first theory, communicative language teaching (CLT) has been one of the most effective methods that target the development of communicative skills of learners. Incorporating CLT-based activities in English classes may support the development of students' productive language skills such as speaking and writing (Coskun, 2011). Therefore, it can be suggested that utilizing communicative language teaching has a great potential to be helpful in enhancing Turkish students' communicative competence in English. Likewise, the second theory, multiple intelligences (MI) is believed to be an effective method in increasing learners' English proficiency (Sulaiman & Sulaiman, 2010). According to Sulaiman and Sulaiman (2010), MI supports the implication of CLT, and English teachers should incorporate MI in communicative-based language activities in their classrooms. Lastly, the third theory implemented in this field project is theme-based language teaching (TBLT). TBLT promotes the use of thematic

units to engage English learners in real-life situations. Strong (1995) claimed that TBLT-based language activities increase learners' and teachers' interest in the learning process. Subsequently, English learners can achieve a higher level of success in learning English (Strong, 1995).

The third section of the literature review delineated the relationship between the use of technology such as digital tools, multimedia, and English language teaching/learning. Yang and Fang (2008) emphasized using multimedia in English lessons can be helpful in teaching listening and speaking skills in English. Likewise, Zhang (2005) stated that utilizing digital multimedia such as images and videos can improve students' language skills and communicative competence.

In conclusion, the findings of a number of studies support the effectiveness of using authentic English and digital technologies with a communicative learning approach in relation to successful EFL instruction. Furthermore, implementing communicative and theme-based language teaching has contributed to students' enthusiasm and engagement in learning English. Since the utilization of technology is helpful in creating stimulating learning environments, students are more likely to be active participants in the learning process. As a result, integrating authentic and communicative aspect of language with a rich digital environment can effectively improve the quality of English instruction and students' overall language skills.

## CHAPTER III THE PROJECT AND ITS DEVELOPMENT

### **Description of the Project**

This field project includes a handbook and an accompanying website for teaching English in Turkey. The purpose of the handbook is to provide English teachers with lesson plans and materials that would help them create a lively, meaningful and communicative learning environment with the help of multimedia and digital tools. The materials are most appropriate for use with students who have intermediate to high intermediate proficiency level. The handbook includes two theme-based units. Each unit focuses on at least two language skills – listening and speaking or reading and writing – and also has a multimedia component. The units are as follows:

- Unit 1: Building Digital Profiles deals with introduction and icebreaker activities. In this lesson, students interview each other to get to know their partner. Also, students create a digital profile with the information they exchanged in the previous interview activity. For this purpose, they create a webpage on Weebly.com and introduce themselves to the class by presenting their digital profiles;
- Unit 2: Thanksgiving Holiday covers the history and traditions of the Thanksgiving holiday in the US. This unit includes a video featured on History.com and an interactive role-play game that is promoted on Scholastic's website. Students will also have a chance to reflect on the concept of gratitude and being thankful. As part of this unit, students create a multimedia poster on Glogster.com. The goal of this lesson is to enrich students' cultural knowledge and improve reading, writing and listening skills.

### **Development of the Project**

This project was inspired by my personal experience as a teacher, and later as a graduate student in the field of language education. I am an English teacher who taught English at middle school, high school and university level in Turkey for more than three years. My experiences helped I realize many of my students lacked communicative competence in English. As a result, I often felt the need to support my lessons with more communicative and collaborative activities to expose my students to authentic English and engage them in real communication. Therefore, this project focuses on the development of communicative competence.

This field project is also significant to me personally as a non-native speaker of English. In the majority of Turkish schools, English instruction is teacher-centered and most sessions are lecture-based. The students are expected to sit silently and complete repetitive exercises where there is only one correct answer. I was used to listening to my teachers and filling in the blanks correctly on grammar tests. However, I was deprived of the creative, communicative and cultural aspects of English. I struggled to communicate effectively and fluently in English when I moved to San Francisco for my graduate studies. I found it difficult to engage in lively conversation with both native and non-native speakers of English. I soon realized native speakers rarely spoke or used English the way I was taught in Turkey. I was overwhelmed with the new form of English. Moreover, the texts and dialogues we were exposed to in the English textbooks did not prepare me for the cultural aspects of speaking a language.

Since 2013, I have attended several national and regional TESOL conferences in the US and Canada. I witnessed that many ESL/EFL teachers have found innovative

ways to help their students overcome language-learning problems such as foreign language anxiety, lack of exposure to authentic English, and low level of communicative competence. Another source of inspiration for this project was Scholastic.com, which is an open resource for educational materials on various subjects. Last but not least, the amazing professors and scholars I have had the chance to interact with at the University of San Francisco inspired me to reevaluate my understanding of teaching and learning in the 21<sup>st</sup> century. I have learned and utilized many educational technologies to create a more productive, cooperative and constructive learning environment. Therefore, the main objective of this project was to develop modern instructional materials that combine the authentic use of English and the power of educational technology. In this way, English classes can be supported with new and innovative activities and classroom materials will not be limited to commercial textbooks.

### **The Project**

The project in its entirety can be found in the Appendix.

## CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

### **Conclusions**

English instruction has been a central component of the Turkish foreign language education system for decades. In recent years, the Ministry of National Education has introduced a number of reforms to improve language education in Turkey. However, achieving the desired proficiency level in English has remained a struggle for many Turkish students. In 2013, British Council and The Economic Policy Research Foundation of Turkey (TEPAV) published one of the most comprehensive studies on English education in Turkey. According to the report, the majority of Turkish learners of English failed to communicate and function successfully in English (British Council & TEPAV, 2013). It also revealed that most instruction in Turkish EFL classrooms was centered on traditional grammar-centered teaching methods, with little or no attention to communicative language skills. This was identified as one of the main contributing factors of Turkish students' low level of English language proficiency.

The purpose of this project was to design English language instructional materials that emphasize the creative and communicative use of English in theme-based lessons. The lessons were structured around authentic language use and culture learning through the use of authentic videos and recent newspaper articles. Exposing learners to authentic English in a meaningful context helps students improve their communicative language skills. Also, bringing culture into the lessons supports students in exploring the social practices of English and improving the way they understand the language. The materials developed as part of this project emphasize modern technology in order to maximize students' interest and engagement. The lessons include a number of activities featuring

interactive online tools to actively engage students in language production. Some of the activities include building a digital profile, playing an online role-playing game and designing an online multimedia poster. The digital components of the lessons provide students with opportunities to create, collaborate and communicate in English.

The significance of the projects is that it provides Turkish EFL teachers and students with modern and innovative instructional materials. The materials include theme-based lessons, communicative activities, and authentic English. The materials in this project were designed to benefit the intermediate level learners for practicing their communicative skills and developing their overall proficiency in English.

### **Recommendations**

This handbook was designed to provide EFL teachers in Turkey with instructional materials, lesson plans, and activities. For the successful implementation of this project, the author would like to suggest three recommendations. First, teachers should provide ample guidance for the students when they perform in-class tasks, especially for the tasks that include the use of digital tools. In order to better serve the students, teachers may benefit from reviewing the guidelines in the handbook and experimenting with the tools before using them. Also, it is important for teachers to remember that the tools were designed to be supplementary. The real emphasis should stay on development of language use and student needs. Second, the lessons focus on practicing the four language skills: 1) reading, 2) writing, 3) listening, and 4) speaking. However, explicit teaching of language skills and techniques are not included in the lessons. Also, grammar teaching is not covered in the lessons. Therefore, the author recommends that the lessons be supported with additional lessons and exercises to fill this gap. Also, it may be a good

idea to expand the lessons with extensive speaking, writing and grammar homework.

Third, the author recommends combining the materials with the handbook's website at [AmericanHolidaysUnit.weebly.com](http://AmericanHolidaysUnit.weebly.com). On the website, teachers and students can easily access the units' audiovisual materials, videos and all the guidelines anytime and anywhere. Moreover, teachers may also create their own blogs and websites to provide additional materials for students.



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## APPENDIX

Digital Lessons for Enhancing Communicative Skills: A Handbook for Teachers

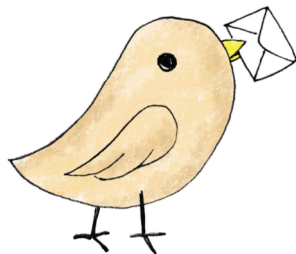
# Digital Lessons for Enhancing Communicative Skills: A Handbook For Teachers



Created by  
Hale Hande Demirel

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### Letter to the teacher

This book introduces lessons that are based on effective methods and practices of second language education. The units are designed for intermediate/high-intermediate EFL learners in Turkish universities. The materials can be adapted and modified to benefit English learners from all around the world.

There are two units in this handbook, and all unit materials include lesson plans, sample worksheets, answer keys, and guidelines for technological components. There is also an accompanying website: [AmericanHolidaysUnit.com](http://AmericanHolidaysUnit.com). The unit activities were designed to enhance communicative language skills in a contextualized, highly visualized and meaningful manner.

I hope you find this handbook useful in achieving your goals as a teacher.

Sincerely,

Hale Hande Demirel



### **INTENDED AUDIENCE**

This handbook aims at intermediate to high-intermediate level English learners in preparatory schools in Turkey. The intended student profile includes a strong background in basic language functions, structures, and vocabulary in English. They also possess basic computer skills such as typing and using a search engine. Students are motivated and eager to learn English in collaborative as well as in individual tasks.

### **THEME PRESENTATION**

The theme of the lessons is holidays with an emphasis on Thanksgiving and Halloween. Holidays are an essential part of cultures, regardless of how and when we celebrate. Holiday traditions nurture our spirit and help us build strong relationships. They connect us to history and give us a sense of community. Therefore, this theme might arouse learner's interest and curiosity. It may also provide a good source of materials for creating positive and comforting learning contexts. Moreover, holidays are very evident in real life. Some students may enjoy participating in certain traditions (e.g.: dressing up on Halloween), and movies about holidays (e.g.: Goosebumps 2015). All these reasons may make learning more relatable to student's life.

### **NEEDS OF EQUIPMENT**

The units can be presented through digital platforms or printed materials. Teacher and students need access to laptop/computer or alike with Internet connection to complete some of the activities. The teacher and the students will need a copy of the unit materials to complete the activities and tasks.



: This activity requires Internet connection.

## UNIT 1: DIGITAL PROFILES



### INTRODUCTION

This unit deals with introduction and ice-breaking activities. In this unit, students get to know their teacher by playing a fun game. Then, students interview each other in pairs to learn about their classmates. They create a digital profile with the information they exchanged in the interview. As part of this lesson, they create a web page on Weebly.com and introduce themselves to the whole class by presenting their digital profiles.

### GOALS

The intention of the unit is to familiarize students with the teacher and each other and to foster a lively and friendly learning atmosphere where students are engaged in the target language skills.

## LANGUAGE OBJECTIVES

By the end of this unit, students will be able to:

- Practice their existing knowledge of asking questions in English
- Demonstrate their ability to use at least intermediate level of English vocabulary items to introduce themselves by answering interview questions.
- Construct a short text using verbs/nouns/adjectives to express their background, hobbies and ideas

## CONTENT OBJECTIVES

By the end of this unit, students will be able to:

- Show appropriate attitude while communicating with others
- Use an online tool to construct a presentable digital biography

## UNIT 1: PROCEDURES

### **LESSON A**

#### **1. Warm-up**

Welcome your students to the course and give information about the course.

Introduce the course materials. Tell them your name and how you would like to be addressed by them.

#### **2. Ice-breaker** *Take a look at the Question Game Sample before your lesson.*

Start the class with an activity called Question Game. This game is a guessing game for getting to know a person. Write down ten pieces of information related to yourself on the board (see the Question Game worksheet) or prepare the game in advance as a

word document to project in class. Then, explain the game to your students. In the game, students ask you questions that relate the information on the board to your life. For instance, if the students see the number **2** on the board, they might ask, “Do you have **two** pets at home?” Teacher circles every piece of information as the students guess them correctly.

### **3. Pre-Interview Activity**

Tell students that now it is the students’ turn to get to know each other. Tell the students that you will create interview questions to ask their classmates as a whole class. Students will use this interview questions to get to know a classmate. Ask them to brainstorm some questions that are appropriate to ask when you meet a new person. For example, they might ask, “What is your name/ what is your hometown/ what is your favorite book?” and so on.

### **4. Creating the Interview**

When each student has at least five questions, ask students to share their questions. Distribute the “Who Are You?” worksheet. Then, vote which ones should be on the interview activity: “Who are you” worksheet. As the class decides on the questions, write them down on board to create the interview questions for the following activity. Students copy the questions on the board to their worksheet.

### **5. The Interview**

Divide your students into pairs. Once everyone has a partner, they start introducing each other by answering the questions and completing the “Who are you” worksheet. The worksheet requires each student to interview each other and take notes about the person.

## LESSON B

### 6. **Building Digital Profiles** “*Building Digital Profiles: Step-by-step guideline*”

Tell students to exchange the “Who are you” worksheets with their partners so that everyone has a draft of her/his information that they will put up into their profiles.

Show students the example digital profile on the handbook’s website

[americanholidays.unit.weebly.com](http://americanholidays.unit.weebly.com). Then, either distribute the hard copy of “*Digital Profiles: Step-by-step guideline*” or give each student a digital copy of the document.

The guideline also includes a checklist. Encourage your students to help each other with the technical troubleshoot.



*The Handbook’s Website: [americanholidays.unit.weebly.com](http://americanholidays.unit.weebly.com).*

### 7. **Peer Review** “*Digital Profiles: Checklist.*”

Ask students to review their profiles according to the checklist. Go around in the classroom and observe as students review their profiles. If needed, give students extra time to revise and finish their profiles.



### 8. **Showcase of Digital Profiles**

Tell the students that once the peer review is finished, it is showcase time. Ask them to post their digital profile web page links to you. Have students come to the board one by one and project their profiles on the board. Let each student introduce themselves via their profiles for the whole class. Praise student work, and show interest by opening up little conversations along the presentations. Then, you can review each student’s page and give them individual feedback regarding the language use and grammar.

## **UNIT 1 MATERIALS**

## Unit 1

# BUILDING DIGITAL PROFILES



### *Overview of the Unit*

- *Theme: Introduction and Ice-breaking Activities*
- *Duration: 100 minutes*
- *Materials: The Question Game Sample for Teachers, Worksheet 1.1: Who Are You?, Digital Profiles: Step-by-step Guideline, Caramel's Profile.*
- *Digital components: Weebly.com, Wordle.net, TimeLine maker.*

## The Question Game Sample for Teachers

*This is a sample. Put your own information to create a Question Game for your class.  
Please see the next page for the answers.*



**YELLOW**

**CAMBRIDGE**

**BREAKFAST AT  
TIFFANY'S**





**The Question Game Sample with Answers**

(Lucky number)



(Favorite color)

**YELLOW**

(Favorite movie)

**CAMBRIDGE**

**BREAKFAST AT  
TIFFANY'S**

(A place I visited when  
I was 16)



(Age)

(Number of siblings)



(A place I want to go)



**Worksheet 1.1: “Who Are You?” [Two pages]**

**Directions:** Brainstorm appropriate topics that you can talk about when you meet a new person.



**Worksheet 1.1****Interview Questions Draft**

**Write down at least five questions that you'd like to ask your new classmates.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**The Interview Questions**

**Write down the interview questions as you decide with the whole class.**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_

## **DIGITAL PROFILES: STEP-BY-STEP GUIDELINE**



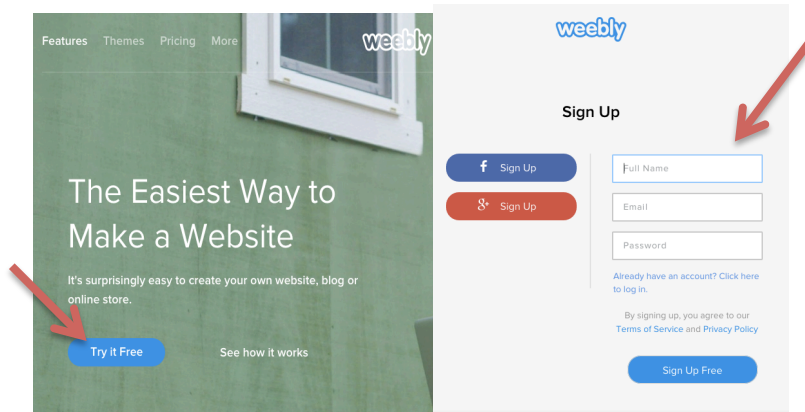
*Use this guideline to start building your digital profile. In this guideline, you will find easy and clear instructions with visuals for creating your profile on Weebly.com, creating a word cloud via Wordl.net, and making a colorful timeline about your life.*

### **STEP 1: Getting Started with Weebly.com**

- 1) Turn on your device and make sure you have Internet connection
- 2) Open up a browser (Google, Safari, Firefox, etc.)
- 3) Type in weebly.com
- 4) Sign up for a free account and choose “Site” as the focus of your site

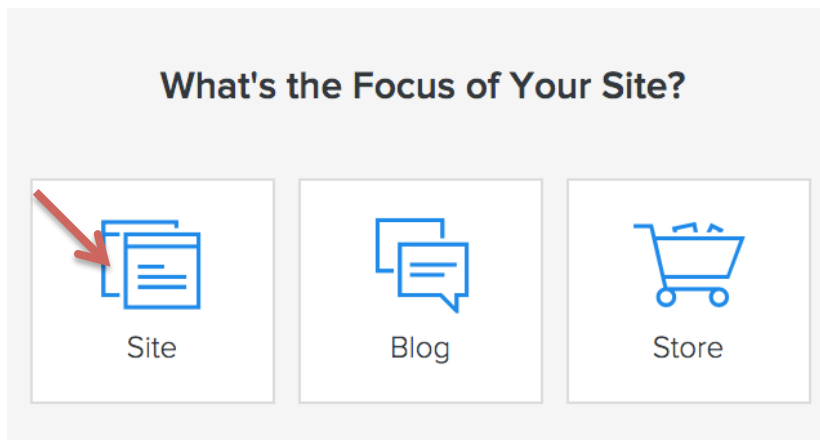


**Tip: Remember your login information: email and password.**



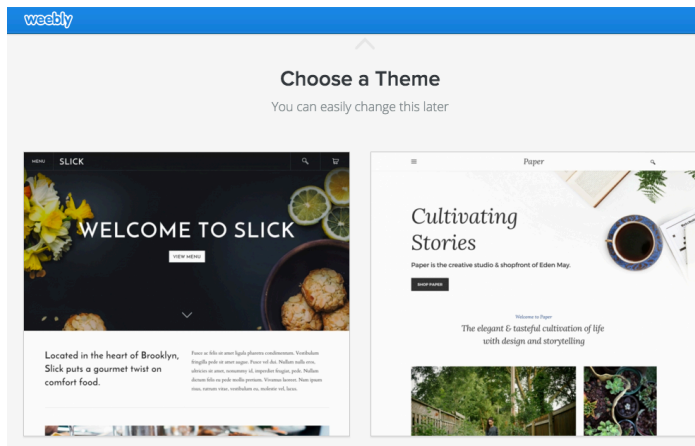
The image shows the Weebly Sign Up page. On the left, there's a green background with a window and the text "The Easiest Way to Make a Website". Below this, it says "It's surprisingly easy to create your own website, blog or online store." and has a "Try it Free" button. On the right, there's a "Sign Up" section with a "Sign Up" button, a "Full Name" input field, an "Email" input field, and a "Password" input field. Below these fields, there's a link "Already have an account? Click here to log in." and a "Sign Up Free" button. A red arrow points to the "Sign Up" button, and another red arrow points to the "Try it Free" button.

 **Sign up for free on Weebly.com.**



The image shows the "What's the Focus of Your Site?" screen. It has three options: "Site", "Blog", and "Store". Each option has an icon and a text label. A red arrow points to the "Site" option.

 **Choose "Site".**



The image shows the "Choose a Theme" screen. It has two theme preview cards. The left card is titled "SLICK" and shows a dark background with food. The right card is titled "Paper" and shows a light background with a cup of coffee. A red arrow points to the "SLICK" theme.



**Choose a theme you like.**

Choose Your Website Domain

This is the address where people will find your website online.

☐ **Use a Subdomain of Weebly.com**  
A great way to get your website started  
http://  .weebly.com

☐ **Register a New Domain**  
For a more professional online presence  
http://www.  .com

☐ **Connect a Domain You Already Own**  
Choose a plan and connect your domain in the next step  
http://  www.example.com



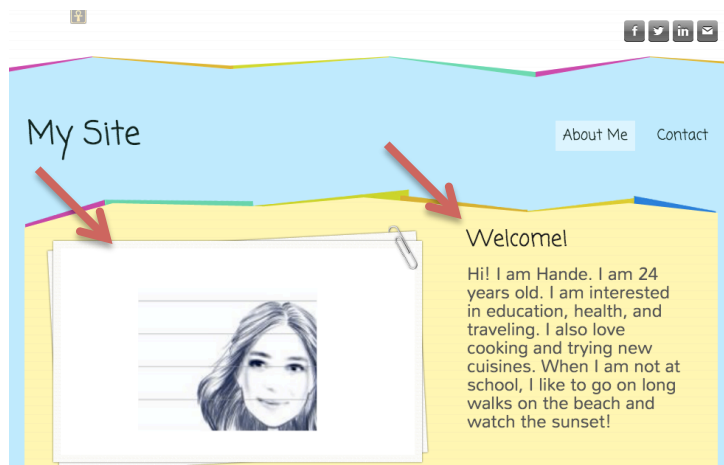
**Choose “Use a Subdomain of Weebly.com”.**



**Give your website a name.**

## STEP 2: Building your welcome page

- 1) Use the “Elements” to insert a text on your page. Simply drag the Text” box “and drop it on your page.
- 2) Write a one-paragraph introduction about yourself.
- 3) Insert a photo of yourself or a picture for your profile.

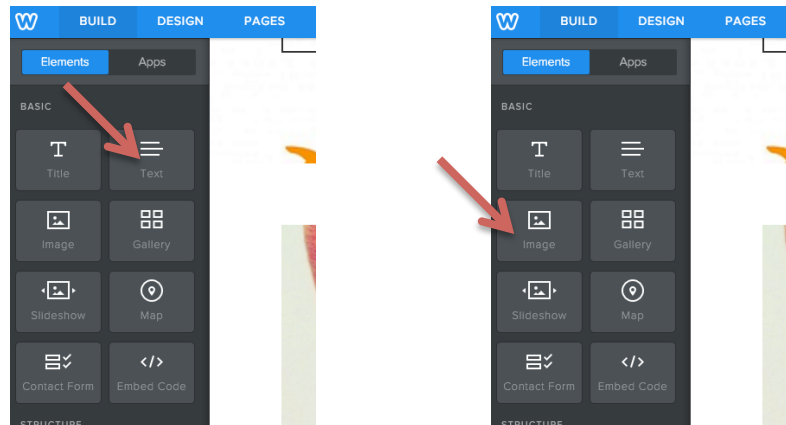




**Add and change the text by clicking on the text area.**



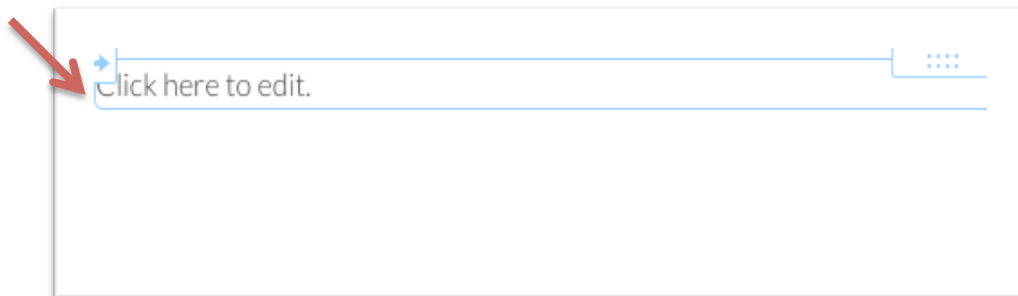
**Change your background image by clicking on “Edit Image” button.**



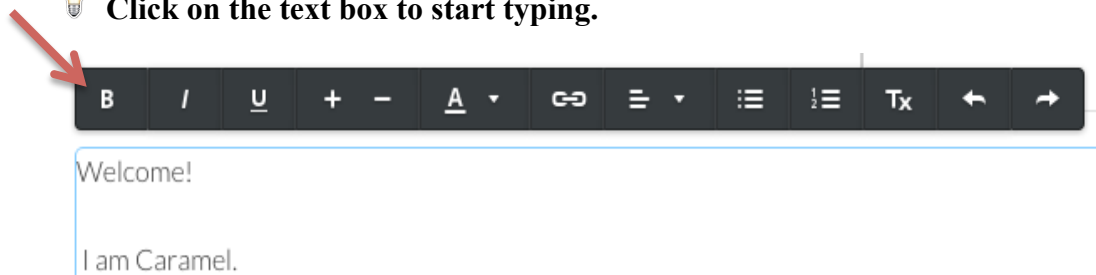
**Use the text, title and image box only.**



**Drag and drop the text, title or image boxes to your page.**



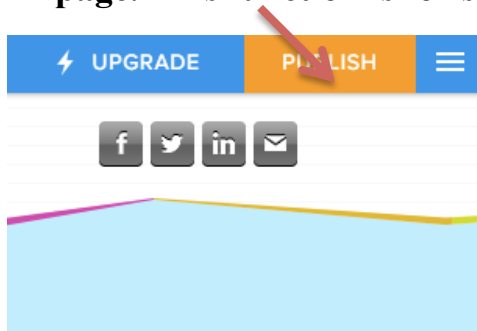
**Click on the text box to start typing.**



**You can also customize your text by clicking on any word in your text box.**

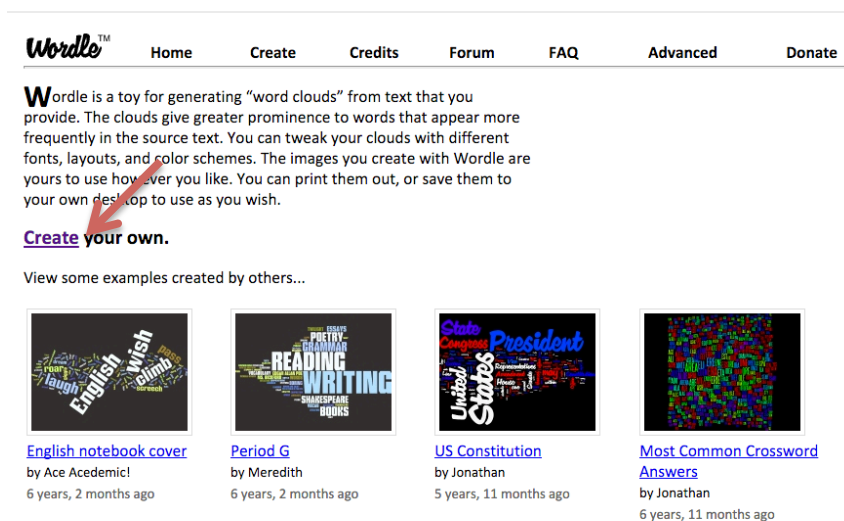
💡 At the end of Step 1 and 2, you should have a picture and an introductory text on your website.

💡 When you make any changes to your Weebly page, you should click on the “Publish” button at the top right corner of the page. This function is for saving the changes to your page.



### STEP 3: Creating a word cloud about your personality

- 1) Brainstorm 10 adjectives that describe you. (Not sentences, just words such as happy, funny, bookworm, etc.)
- 2) Go to wordle.net and insert your words as explained below.
- 3) Click on “create” and save your word cloud as an image to your desktop.
- 4) Insert your word cloud into your profile.



💡 Click on “Create” to get started.



**Wordle™**   Home   Create   Credits   Forum   FAQ


Paste in a bunch of text:

💡 When you are ready, put in the words you selected into the box and hit “Go”.

💡 For example, you can type in happy, funny, patient, etc.

💡 You can customize your word cloud.

Edit Language Font Layout Color



💡 You can choose different layouts.

Re-layout with current settings
Maximum words...
Prefer Alphabetical Order
Rounder Edges
✓ Straighter Edges
Any Which Way
Horizontal
Mostly Horizontal
✓ Half and Half
Mostly Vertical
Vertical



Word Cloud Example #1



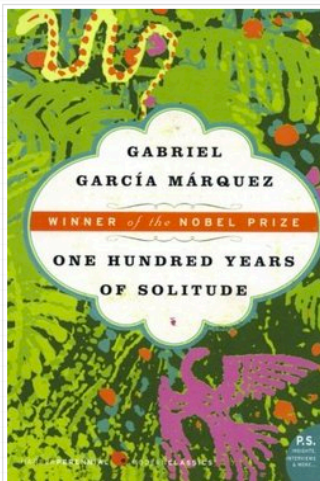
Word Cloud Example #2



## STEP 4: Adding a goal you'd like to accomplish, favorite hero, favorite book and movie

- 1) What do you want to achieve in this life? Share one goal that you'd like to accomplish.
- 2) Who is your favorite hero/celebrity/athlete/musician?
- 3) What is your favorite book? You can also choose a book that you have read recently.
- 4) What is your favorite movie? Include the name and an image of the movie. You can add some information about the actors as well.
- 5) Drag and drop images to your page. Add a quick introduction about your goal and hero. Also, explain in a few sentences why you like the book/movie.
- 6) Helpful resources: [amazon.com](http://amazon.com), [imdb.com](http://imdb.com), [goodreads.com](http://goodreads.com), [google.com](http://google.com).

### "My Favorite Book" Example



**I was meaning to read this book for so long, and finally last summer I had the chance to appreciate Gabriel Garcia Marquez's literary style with this book: *One Hundred Years of Solitude*. This book topped my list of favorite books immediately.**

"Lost in the solitude of his immense power, he began to lose direction."

— **Gabriel García Márquez**, *One Hundred Years of Solitude*

### “My Goal in Life” Example

My ultimate aspiration in life is to be happy, healthy and peaceful. My academic goal is to make a contribution to effective classroom practices and educational research. For this purpose, I aim to finish my master's degree and continue doctorate's level of study in the U.S.A.



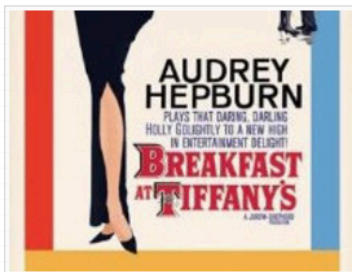
### “My Favorite Celebrity” Example

So, the celebrity that I look up to is Audrey Hepburn. For me, she represents happiness, elegance, hope and humanitarianism. Below is a little "about" section for her.

**"Audrey Hepburn** (4 May 1929 – 20 January 1993) was a British actress and **humanitarian**. Recognised as a film and fashion icon, Hepburn was active during Hollywood's Golden Age. She was ranked by the American Film Institute as the third **greatest female screen legend** in the history of American cinema and has been placed in the **International Best Dressed List** Hall of Fame. She is also regarded by some to be the most naturally beautiful woman of all time." says Wikipedia.

### “My Favorite Movie” Example

*The movie I can watch for the rest of my life is...*



## STEP 5: Making a timeline for important dates in your life

- 1) You will create a timeline that includes your birth date, the day you got your first pet, or when you went to your favorite singer's concert.
- 2) Go to \*timeline maker.
- 3) Choose horizontal or vertical timeline.
- 4) Put the events and dates in the table provided on the page
- 5) Click “generate this timeline” to create your timeline.
- 6) Save your timeline as an image or take a screenshot

\*Timeline Maker website: [http://www.teach-nology.com/web\\_tools/materials/timelines/](http://www.teach-nology.com/web_tools/materials/timelines/) and choose a timeline format

### Time Line Maker

This generator can be used to make time lines of up to 9 events of your choice.

#### STEP #1: IDENTIFY THE TYPE OF TIME LINE YOU WOULD LIKE

Time Lines can run horizontal or vertical. Choose the type of card you would like to make below.

#### Horizontal Time Line (Up to 6 Events)

1900	1901	1902	1903	1904	1905

[Click Here to Make This Time Line](#)

#### Vertical Time Line (Up to 9 Events)

Title	
2000	Event 1
2005	Event 2
2010	Event 3
2015	Event 4
2020	Event 5
2025	Event 6
2030	Event 7
2035	Event 8
2040	Event 9

[Click Here to Make A Vertical Time Line](#)


**STEP #1: Title**

In the boxes below, please provide the title for your time line.

**Title:**

**STEP #2: Dates & Events**

In the boxes below, provide the dates for each event and name/description of each event.

Event #	Event Date	Event Name/Description
1	2014	Hello world! 
2	2015	
3		
4		
5		
6		

**STEP #3: GENERATE YOUR TIME LINE**

You are now ready to make your Time Line! To do so, just click on the "Generate Time Line" button below.

[Generate Time Line](#)



**In Step #1, give your timeline a title.**



**In Step #2, enter the event date and description.**

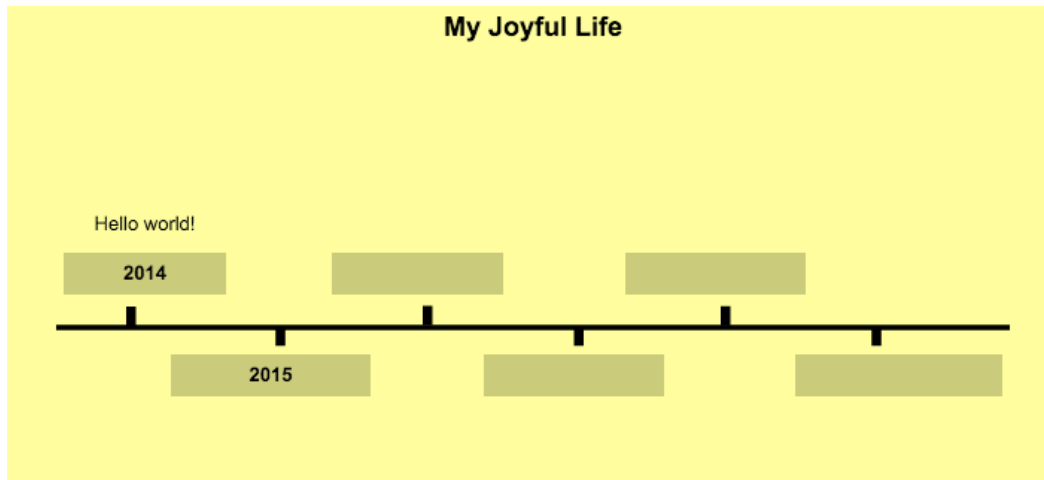


**In Step #3, click on "Generate Time Line".**

### My Joyful Life



**Right click on the page and choose "Save Image As..."**

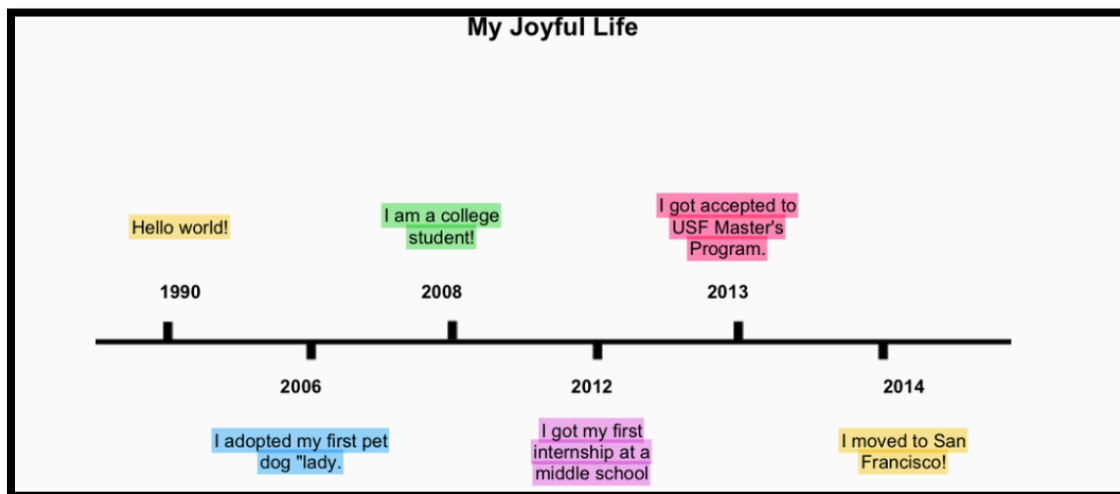


Customize your table in Weebly by using the “edit image” function. Click on the image of your table to see the editing tool.



You may include your birth date, the year you started high school, the year you went to abroad, etc.

### Timeline Example



### Digital Profile Checklist

1. Create a website for your digital profile on Weebly.com
2. Customize your welcome page.
3. Insert a picture of yourself.
4. Write an introduction.
5. Add a goal you'd like to achieve in life.
6. Add your favorite hero, book, and movie.
7. Add as at least one image/graphic to the items above.
8. Finish your profile by adding a timeline of important events in your life.





## UNIT 2: THANKSGIVING



### INTRODUCTION

This unit deals with Thanksgiving Holiday; the theme is the history and traditions of the Thanksgiving Holiday in America. This unit includes a video featured on History.com and an interactive role-play game that is promoted on Scholastic's website. Students will also have a chance to reflect on the concept of gratitude and to be thankful. As part of this unit, students create a multimedia poster on Glogster.com.

### GOALS

The intention of the unit is to familiarize students with Thanksgiving and enhance their understanding of American culture in relation to this holiday with authentic materials.

### LANGUAGE OBJECTIVES

By the end of this unit, students will be able to:

- Practice listening skills through an authentic video
- Present orally or in writing the history and traditions of Thanksgiving Day

## **CONTENT OBJECTIVES**

By the end of this unit, students will be able to:

- Demonstrate an understanding of the origins of Thanksgiving Day
- Become familiar with the concept of gratitude and being thankful

## **UNIT 2: PROCEDURES**

### ***LESSON A***

#### **1. Discussion Questions & Brainstorming**

Have students take a look at the picture- the first Thanksgiving portrait- and complete the discussion questions. Then, asks them: “When do families and friends come together for dining and celebrating together? Students’ answers may include birthdays, holidays, New Year’s Eve, etc. Try to elicit ideas related to holidays and help students name some holidays. Direct the discussion towards Thanksgiving and give students some time to complete the brainstorming activity. Tell them that the lesson would be about Thanksgiving holiday.

#### **2. Vocabulary**

Firstly, give students some time to take a look at the vocabulary items. They should use their dictionaries for the unfamiliar words and complete the matching activity.

The vocabulary items are chosen from the following listening activity, so it is important that students have a chance to check the meaning of these words. Before you check the answers, give students some time to do a quick peer review by comparing and contrasting their answers with the student sitting next to them.

### 3. Focus Questions

Before watching the video, ask students to take a look at the focus questions. Let students make predictions related to the first Thanksgiving. This activity can be completed individually. Play the History of Thanksgiving video via the link below.



Video Source: <http://www.history.com/topics/thanksgiving/history-of-thanksgiving>



### 4. Comprehension Questions

For the first listening, ask students to listen to the video carefully and try to find the answers to the comprehension questions. Before playing the video, tell your students to take a quick look at the questions so that they know what they are looking for while listening to the video. At the end of this activity, students should have a general understanding of the video. Check answers.

### 5. Detail Questions

Tell students that they will listen to the video again. This time, they should focus on the detail questions and listen for the answers carefully. Play the video for the second time. Have students share their answers with a partner. Then, check the answers.



Video Source: <http://www.history.com/topics/thanksgiving/history-of-thanksgiving>

#### **6. Checking Vocabulary: Thanksgiving Puzzle**

Let students do the vocabulary activity individually and ask them to check their answers with a partner. Then, share the correct answers with the whole class.

#### **7. Online Role-Play Game: Jamestown Adventure Guideline**

Tell students that they will play an online game and go back in history for an adventure. Tell students that, in the game, they will be the captains of the Jamestown Colony, which is the first English colony in America to survive and become permanent. Use the *Jamestown Adventure Guideline* to prepare students for the game. Direct students to the game's website (see the link below).



*Jamestown Adventure Website:*

<http://www.historyglobe.com/jamestown/jamestowngame.html>

#### **8. Share Your Results & Jamestown Adventure Questionnaire**

Ask students to discuss their results at the end of the game with a partner. This activity gives students the opportunity to use English in a meaningful and communicative way. Then, ask students to complete the questionnaire individually. If you have enough time, ask a few students to share their answers with the class.

### **LESSON B**

#### **9. Discussion Questions & Brainstorming**



Have students take a look at the cartoon- complaints and gratitude- and complete the discussion questions. Put students into groups of three to discuss the cartoon and answer the discussion questions. Encourage everyone to speak and contribute to the discussion. Then, ask students to share their answers with the whole class.

### 10. Vocabulary

Let students do the vocabulary activity individually and ask them to check their answers with a partner. Then, share the correct answers with the whole class.

### 11. Preview Reading

Before students start reading the whole article, ask your students to scan the article quickly to find the answers. Tell your students that the goal of this exercise is to preview the text quickly for specific information. They should not read every sentence. For this exercise, give students only 2 or 3 minutes.



Reading: Adapted from Holmes, L. (2013). 7 Habits of Grateful People. Retrieved from [http://www.huffingtonpost.com/2013/11/27/gratitude-habits\\_n\\_4343934.html](http://www.huffingtonpost.com/2013/11/27/gratitude-habits_n_4343934.html)

### 12. Reading Comprehension A

First, give your students enough time to read the whole article for one time. Then, let them do the first comprehension exercise. They should match the titles that suit each

paragraph best in their opinion. When they complete the exercise, ask them to check their answers with a partner, and then share the answers as a whole class. Make sure to ask for an explanation while students give their answers.

### **13. Reading Comprehension B**

Let students do the True/False activity individually. Ask them to check their answers with a partner. Then, share the correct answers with the whole class.

### **14. Checking Vocabulary:**

Let students do the vocabulary activity individually and ask them to check their answers with a partner. Then, share the correct answers with the whole class.

### **15. Writing & Making a Multimedia Poster: *Bloom's Taxonomy Activity***

Start by asking your students to complete the writing activity. Review students' drafts and give them feedback. Then, tell your students that they will make a poster on Glogster.edu about gratitude and being thankful individually. They are asked to include a short paragraph on three things that they are thankful for in their lives. Review the "Making a multimedia poster: step-by-step guideline" with your class. Go over the steps of making a Glogster poster and encourage students to follow the instructions in the guide. For this activity, it is important to value students' individuality and creativity.



Poster-making web tool: <http://edu.glogster.com/>

### **16. Sharing Multimedia Posters (optional)**

Have your students print out their multimedia posters and bring them in for the next class. Let them share their posters with at least two classmates. They should take

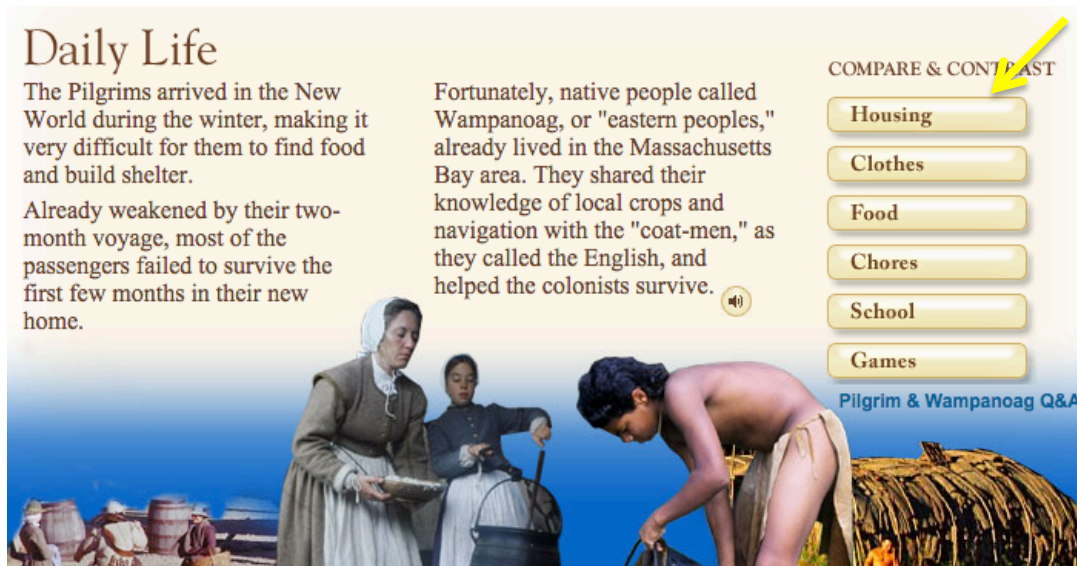


turns to talk about their posters for at least two minutes. Walk around the classroom and observe the students as they discuss their posters.

### 17. **Extension Activity A: Exploring the Daily Life**

Tell your students that they will learn about what Pilgrims and Wampanoags eat, wear, play, and more through their own words. Firstly have your students read the story. Go over the story and ask students to summarize what they have understood in their own words to check their understanding. Then, divide your class into Group Pilgrims and Group Wampanoag. The first group will explore the daily life of Pilgrims; the other group will explore the daily life of Wampanoag. Direct your students to the website:

[http://www.scholastic.com/scholastic\\_thanksgiving/daily\\_life/](http://www.scholastic.com/scholastic_thanksgiving/daily_life/). Students should navigate the website to explore housing, clothes, food, school, and games by using the links on the right side of the page. Remind your students to take notes.



### 18. **Making a Graphic Organizer**

Have your students match with a partner from the opposite group. For this activity, they will work in pairs. In each pair, there should be one person from both groups. Let them share their notes and discuss what they have learned. Then, tell your students that they will create a graphic organizer to compare and contrast the daily lives of Pilgrims and Wampanoag's. Let your students take a look at the guidelines.

19.  **Extension Activity B: Internet Search** *Print the “Unit 2: Extension Activity” before your class.*

Have your students search the Internet for news about Thanksgiving Day. The news can be about the celebrations, the food or facts about this holiday. They might find interesting and funny articles about Thanksgiving online. Encourage them to bring a photo to class from their research and present the story to a group of three.



## **UNIT 2 MATERIALS**

## Unit 2

# THANKSGIVING HOLIDAY



### *Overview of the Unit*

- Theme: Thanksgiving Holiday
- Focused Skills: Listening & Reading
- Materials: Unit 2- Lesson A: First Thanksgiving, Thanksgiving Puzzle, Jamestown Adventure Guideline, Unit 2- Lesson B: I am Thankful, Making a Multimedia Poster: Step-by-step Guideline, and Extension Activities.
- Digital components: Jamestown Adventure, Glogster.com, and Bubbl.us.

## UNIT 2

## LESSON A

## FIRST THANKSGIVING

**Discussion Questions:**

*Look at the picture above. Discuss your answers with the class.*

- \_\_\_ 1. What do you think is depicted in the picture?
- \_\_\_ 2. Do you know who and where the people are in this picture?
- \_\_\_ 3. When do families and friends get together for celebration?

**Brainstorming:**

*What comes to your mind when we say Thanksgiving?*

*Pumpkins*



**Vocabulary:**

Match the words below with the appropriate definitions according to their meaning.

1. <b>feast</b> ____	1. the crops that have been gathered, or the amount and quality of the crops gathered
2. <b>pilgrims</b> ____	2. a large meal where a lot of people celebrate a special occasion
3. <b>tribe</b> ____	3. having won a victory, or ending in a victory
4. <b>iconic</b> ____	4. someone who settles in a new colony
5. <b>colonists</b> ____	5. a religious person who travels a long way to a holy place
6. <b>parade</b> ____	6. widely recognized and well-established
7. <b>harvest</b> ____	7. a social group consisting of people who have the same beliefs, customs, language etc.
8. <b>victorious</b> ____	8. a public celebration when musical bands, brightly decorated vehicles etc. move down the street:

**Focus Questions:**

Look at the questions about Thanksgiving below.  
Choose the best answer for each question.

- When was the first Thanksgiving held?  
a.) ☐ 1621    ☐ b.) 1740    ☐ c.) 1874    d.) ☐ 1984
- Thanksgiving Day is the first Thursday of November.  
a.) True                      b.) False

**Listening:**

**Watch the Thanksgiving video below and complete the exercises.**

Each year in November, Americans gather for a day of feasting, football and family. While today's Thanksgiving celebrations would likely be unrecognizable to attendees of the original harvest meal, it continues to be a day for Americans to come together around the table—albeit with some updates to pilgrim's menu.

**History of Thanksgiving**

The video link: <http://www.history.com/topics/thanksgiving/history-of-thanksgiving>

**Comprehension Questions:**

**Read the statements about the video. Write (T) True or (F) False next to each item**

- 1) Colonist formed a relationship with the Wampanoag tribe because they were hungry.
- 2) The first Thanksgiving meal took place in 1621.
- 3) Abraham Lincoln declared the first Thursday of November to be the national Thanksgiving Day.



- 4) In mid 1990s, the celebration date of the Thanksgiving Day varied across the states.
- 5) The main purpose of Thanksgiving Day is watching sports and shopping.

**Complete the sentences according to the video.**

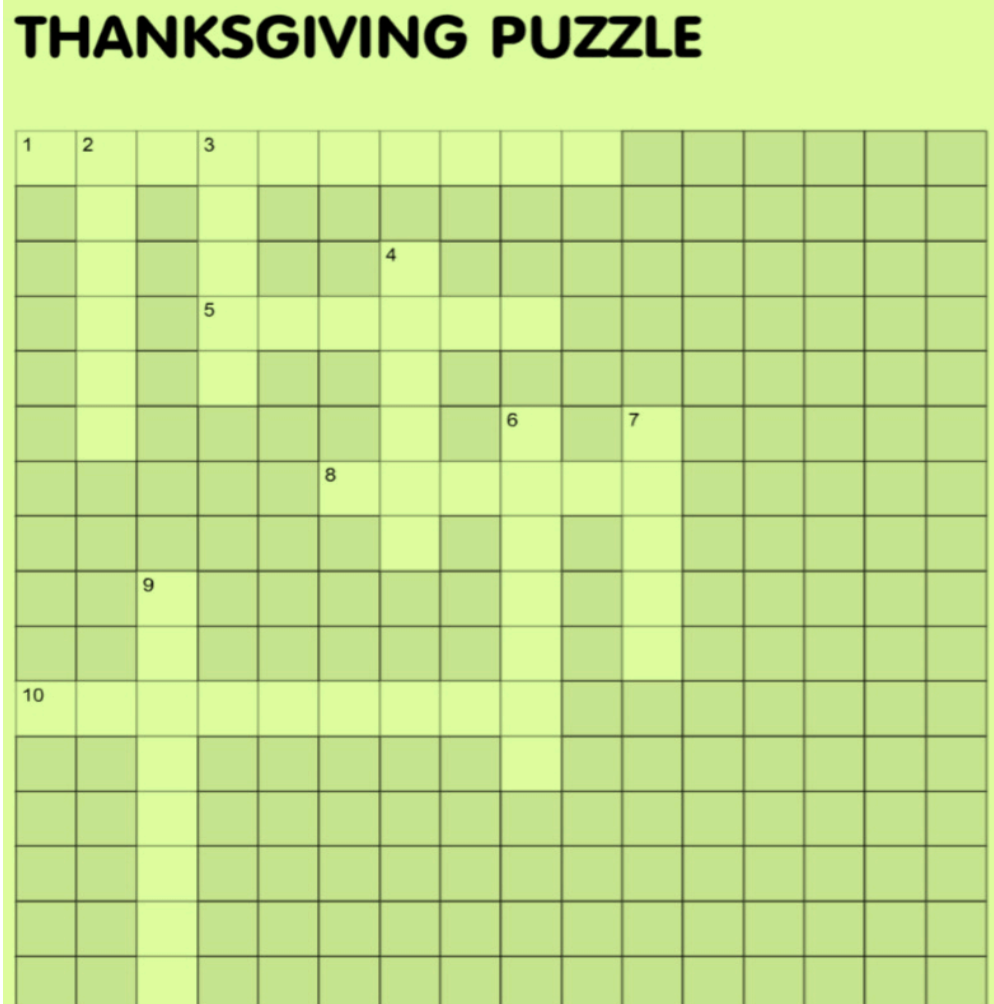
1. Half the people of the colonists died because of \_\_\_\_\_.
2. The first Thanksgiving meal included \_\_\_\_\_.
3. \_\_\_\_\_ started a campaign to set a national Thanksgiving Day.
4. Parades became a Thanksgiving Day \_\_\_\_\_.
5. Thanksgiving Day is important to spend time with \_\_\_\_\_.



*Macy's Thanksgiving Day Parade.*

**Checking Vocabulary:**

Use the clues to solve the puzzle with words from the reading.


**Across**

1. triumphant

5. ampleness

8. show

10. inhabitant

**Down**

2. historic

3. society

4. anniversary

6. yield

7. meal

9. crusader



## Online Role Play: Jamestown Adventure



### **You are in Jamestown!**

Today you have landed in the New World. You have named your new colony Jamestown. What do you think you will need to survive in this New World? In this New World, you meet the Native Americans. How do you interact with them?

### **You are the Captain of the Jamestown Colony.**



You will be making choices about how to build your new colony, Jamestown. You may ask local colonist and Native Americans for advice. Click on the picture to start your adventure!

Jamestown Adventure Website: <http://www.historyglobe.com/jamestown/jamestowngame.html>



## Jamestown Adventure Guideline

### Directions:

- 1) Go to <http://www.historyglobe.com/jamestown/jamestowngame.html>.
- 2) Click on “START” to get started.
- 3) See an example question below.
- 4) You can get help from a colonist or consult Charter.
- 5) After you finish the game, click on “print this” and save your results or get a screenshot of your results.



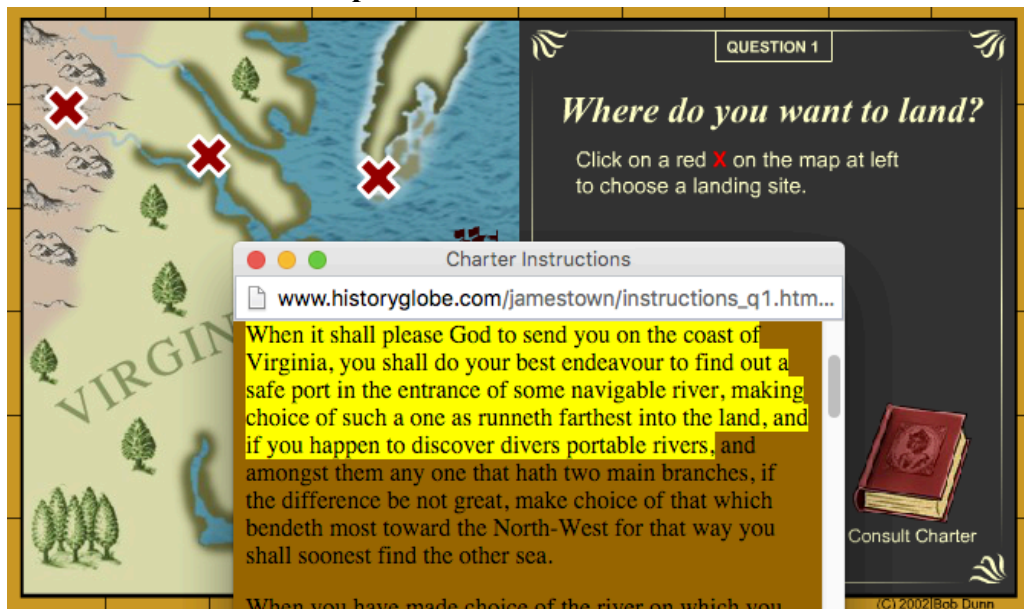
### Example Question:



**“Ask a Colonist” Example:**



**“Consult Charter” Example:**



## Share your results: Jamestown Adventure

**Directions:** Share your results with a partner. Compare and contrast your scores. Read the evaluation at the end of your adventure.



## Jamestown Adventure Questionnaire

**Directions:** Think about the choices that worked and the choices that didn't work. Start the adventure again and make different choices. After you have completed the game 2-3 times, answer the Jamestown Adventure questionnaire.

1. How can you keep your FOOD rating high?
2. How can you keep your HEALTH rating high?
3. What are some ways to built WEALTH in Jamestown?
4. How did you manage to keep the MORALE high?

## UNIT 2

## LESSON B

## I AM THANKFUL

**Discussion Questions:**

Look at the cartoon. Discuss the questions with your group.

1. Do you know what *complain* and *gratitude* means?
2. What do you think is depicted in this picture?
3. Explain the message of this picture in your own words.

**Brainstorming:**

Can you think of at least three ways that you can show your gratitude in your daily life? Take notes below.

grat·i·tude: 😊

the quality of being thankful;  
readiness to show appreciation  
for and to return kindness.

1. smiling 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Vocabulary:**

Match the words below with the appropriate definitions according to their meaning.

A. advise \_\_\_\_

1) a remark that shows you admire someone or something

B. grateful \_\_\_\_

2) to tell someone what you think they should do

C. cultivate \_\_\_\_

3) to offer to do something without expecting any reward

D. volunteer \_\_\_\_

4) to work hard to develop a particular skill, attitude, or quality

E. dietary \_\_\_\_

5) to be technologically or socially informed and connected

F. compliment \_\_\_\_

6) in a careful and mindful way

G. plugged-in \_\_\_\_

7) feeling that you want to thank someone because of something kind that they have done

H. mindfully \_\_\_\_

8) related to food someone eats

**Preview Reading:**

Look at the reading text and the images very quickly to find two habits of grateful people in the passage.

1. \_\_\_\_\_

2. \_\_\_\_\_





**Reading:**

This reading is an article from the Huffington Post about the seven habits that could help you cultivate gratitude on a daily basis.

## 7 HABITS OF GRATEFUL PEOPLE



A. \_\_\_\_

Thankful people know they didn't get to where they are by themselves -- and they make it a habit to spend time with those people who matter most. "Gratitude really helps us connect to other people," Emmons says. "It actually strengthens relationships and relationships are the strongest predictors of happiness and coping with stress." Expressing appreciation for loved ones can also help create a closeness by allowing others to see how you look at them.



B. \_\_\_\_

In our plugged-in culture, it's impossible to avoid social media altogether. However, thankful people mindfully take advantage of these networks. Thankful people use whatever cues that exist in everyday environments to trigger grateful thoughts. Pictures and information on social media -- that's a very good way to do it. You can create an archive of postings with happy memories on Facebook and Instagram to pull from when you need a reminder to be grateful.



C. \_\_\_\_

Small acts of kindness make a difference in a big way when it comes to cultivating gratitude. Thankful people make it a habit to acknowledge and pay forward each bit of kindness that comes their way, whether it's a simple compliment, help on a task or getting flowers "just because." According to research published by the [University of North Carolina at Chapel Hill](#), daily gratitude interactions increased relationship connection and overall satisfaction for both men and women.



**D. \_\_\_\_**

They may not seem similar, but gratitude and fitness can go hand-in-hand. According to a study, people who practiced gratitude also engaged in more exercise. The results also found that study participants had fewer dietary restrictions and were less likely to smoke or abuse alcohol. Exercising has been proven to clear your mind and reduce stress, all key components in setting yourself up for gratitude. Thankful people who move their feet experience an overall healthier mind and body, therefore making gratitude one of the best medicines.



**E. \_\_\_\_**

*Everyone* needs a little help sometimes -- and grateful people know there's no other way to acknowledge this than by paying it forward. People who volunteer often feel grateful for the experience to give back. A recent study suggest that volunteering can result in lower feelings of depression and increased overall well-being. Examining your own talents and use them to help others may help you become more grateful.

(Adapted from Holmes, L. (2013). 7 Habits of Grateful People, retrieved from [http://www.huffingtonpost.com/2013/11/27/gratitude-habits\\_n\\_4343934.html](http://www.huffingtonpost.com/2013/11/27/gratitude-habits_n_4343934.html))

### Reading Comprehension A:

Match the titles with the most appropriate paragraph.

\_\_\_\_ 1. Know the value of the little things.

\_\_\_\_ 2. Volunteer.

\_\_\_\_ 3. *Mindfully* use social media.

\_\_\_\_ 4. Spend time with loved ones.

\_\_\_\_ 5. Get moving.

**Reading Comprehension B:**

Read the statements about the article. Write (T) True or (F) False next to each item.

- 1) Spending more money can help create a closeness with the loved ones.
- 2) It is important to be careful while using social media.
- 3) According to research, expressing gratitude every day may make us more satisfied in our relationships.
- 4) Volunteering can cause lower feelings of happiness.
- 5) People who exercise are more likely to have increased overall well-being.

**Checking Vocabulary:**

Complete the sentences with the most appropriate word. Use each word only once.



- 1) People should drive \_\_\_\_\_ near school and residential areas to help reduce child pedestrian fatalities and injuries.



- 2) In today's world, it is hard to avoid the \_\_\_\_\_ lifestyle, since the daily life is filled with electronic devices.
- 3) The researchers \_\_\_\_\_ that one should appreciate the little things in life.
- 4) You can make someone happy by sharing your positivity and give \_\_\_\_\_.
- 5) Healthy eating is not about strict \_\_\_\_\_ limitations. It is about feeling great and having more energy.
- 6) One of the best ways to make new friends is to \_\_\_\_\_ for a shared purpose.
- 7) If you want more happiness, joy, and energy, gratitude is clearly a crucial quality to \_\_\_\_\_.
- 8) Being \_\_\_\_\_ for things should not be limited to one Thursday per year.

**Writing**

**Think of at least four things that you are thankful for in your life. Take notes below.**

*Example:  
My health*



**Write a short paragraph about the things that you are thankful in your life. Add a few sentences to explain why it is important to cultivate gratitude in our relationships.**

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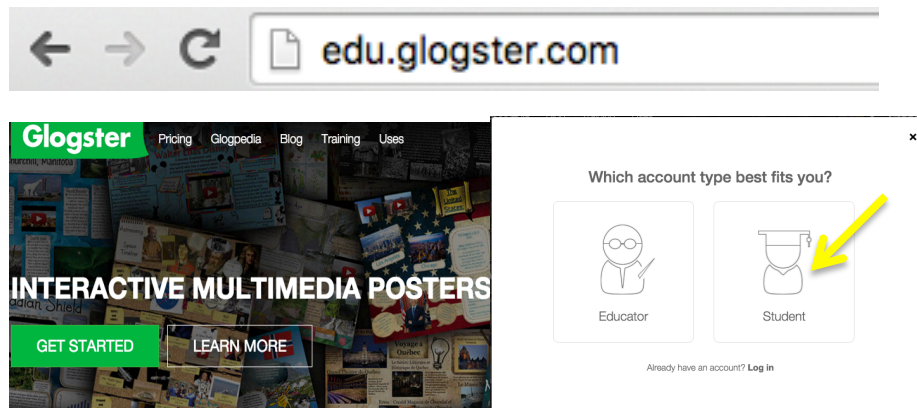
## MAKING A MULTIMEDIA POSTER: STEP-BY-STEP GUIDELINE



*Use this guideline to start designing your online multimedia poster. In this guideline, you will find easy and clear instructions with visuals for creating your poster on Glogster.*

### STEP 1:

- 1) Go to [edu.glogster.com](http://edu.glogster.com).
- 2) Choose “Student” for your account type.



### STEP 2:

- 1) Go to [edu.glogster.com](http://edu.glogster.com).
- 2) Choose “Student” for your account type.
- 3) Click on “create new glog”.

- 4) Choose a style you like.

Personal [Show All >](#)



Social Studies [Show All >](#)

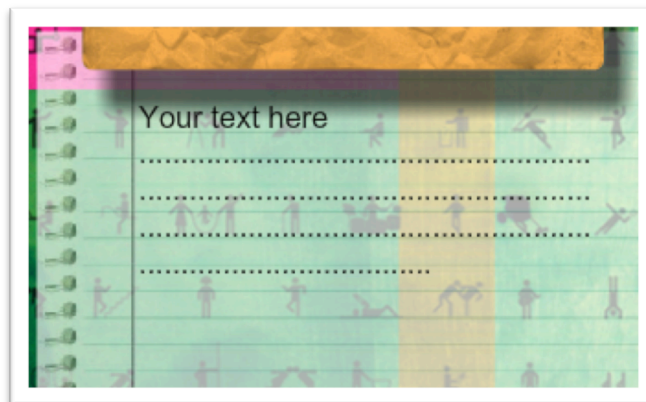
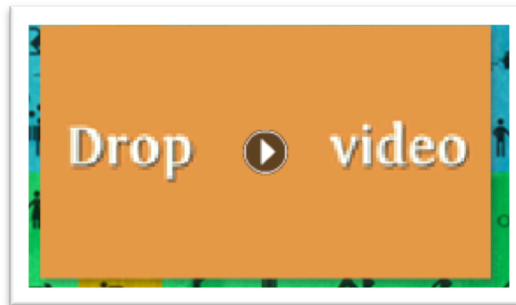


### STEP 3:

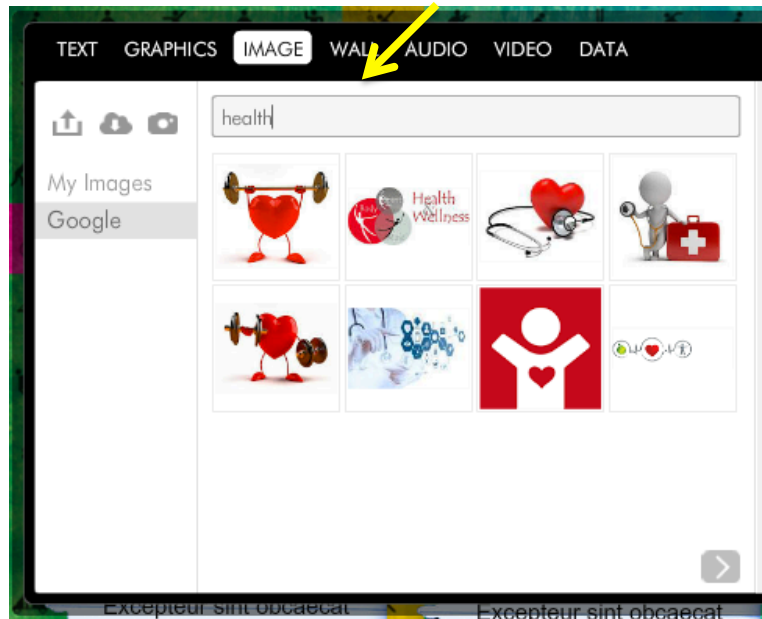
- 1) Start working on your poster.
- 2) Give your poster a name by double clicking on the



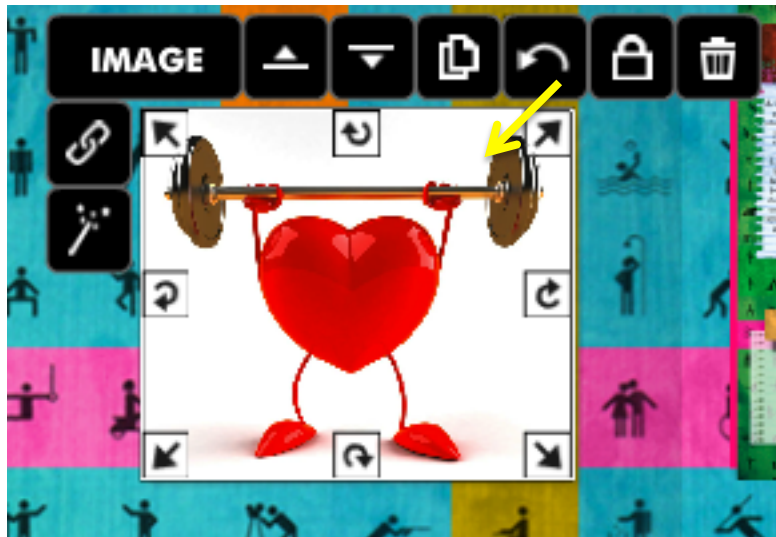
- 3) Choose an image box, and then add an image by clicking on the black editing bar.
- 4) If you see “Drop image” in a box, you can upload images to that area. To upload videos, choose boxes marked as “Drop video”. To add your text, look for boxes marked as” Your text here” or click on any box with text in it. See below for examples.



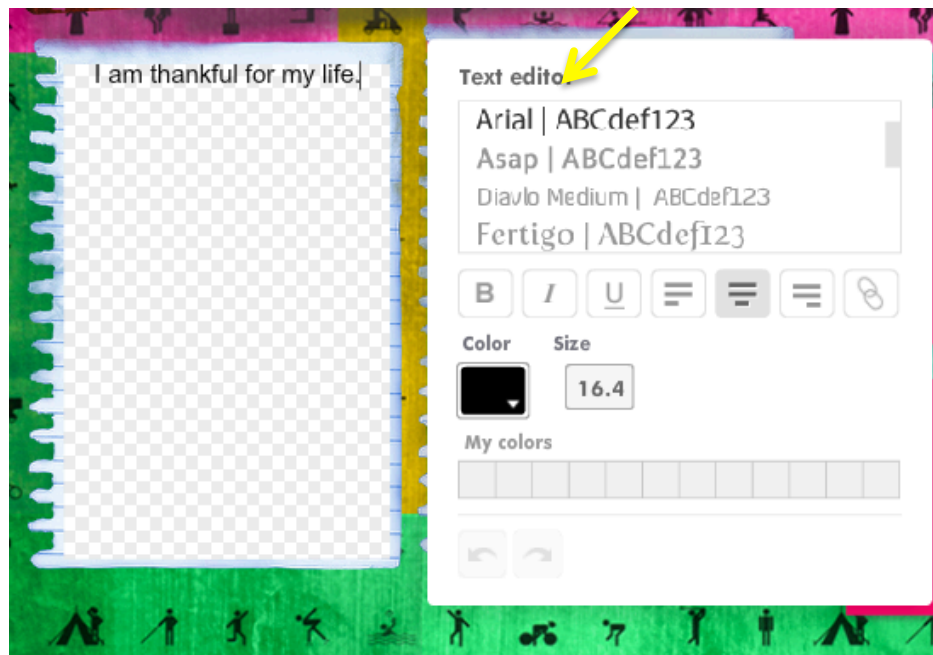
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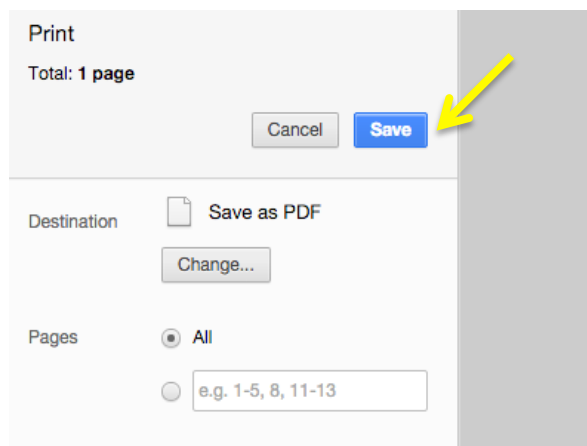
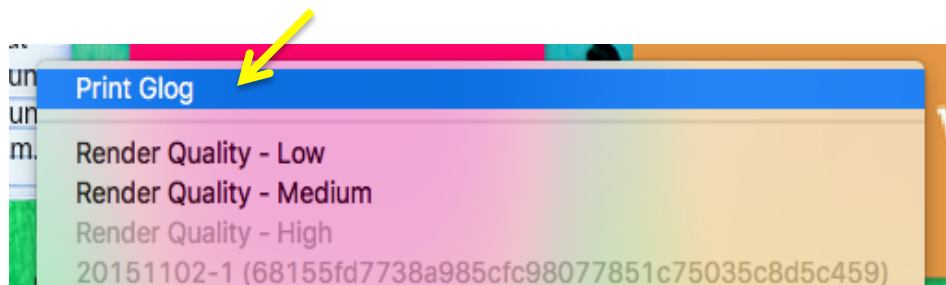
💡 Drag and drop the image you choose into the image box.



💡 Add text by double-clicking into a text box.



💡 You can also customize your text with the text editor.



💡 Once you finish your Glog, right-click on your project and choose “Print Glog”. Then, save your Glog on your device.



**UNIT 2: Extension Activity A****Extension Activity A****1. Read the story below.**

*The Pilgrims arrived in the New World during the winter, making it very difficult for them to find food and build shelter. Already weakened by their two-month voyage, most of the passengers failed to survive the first few months in their new home. Fortunately, native people called Wampanoag, or "eastern peoples," already lived in the Massachusetts Bay area. They shared their knowledge and helped the colonists survive.*

**2. Read about daily experiences of Pilgrims and Wampanoags.**

*Click on the images below to be directed to your topic's page. Follow the sections for "Housing, Clothes, Food, School, Games" for either Pilgrims or Wampanoags according to the group you're assigned to.*



Pilgrim

1 2 3 4



Click on this image, if you are Group Pilgrims.

Wampanoag

1 2 3



Click on this image, if you are Group Wampanoags.



***During your research make notes on the point to compare and contrast daily experiences of Pilgrims and Wampanoags.***

Housing

Clothes

Game

School

Food

### 3. Compare and contrast.

*Find your partner. If you searched about Pilgrims, you will match with a person from the Group Wampanoags. If you searched about Wampanoags, you would work with a person from the Group Pilgrims. Share your notes with your partner and discuss the similarities and differences in the way the Pilgrims and the Wampanoag lived.*

### 4. Create and collaborate with bubbl.us.

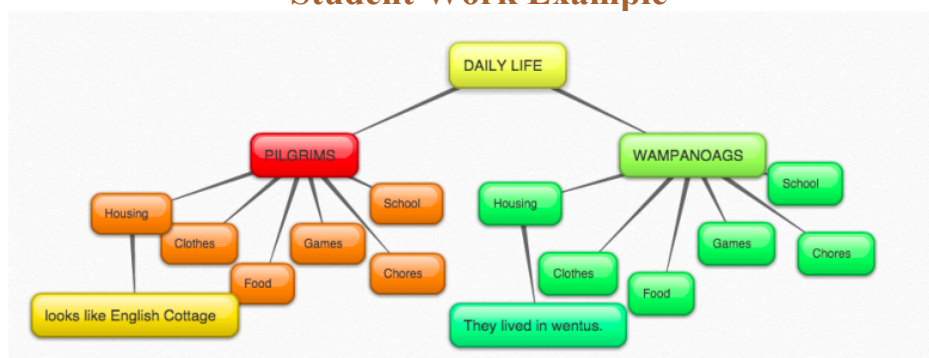
*Now that you have more information on the matters in Pilgrims' and Wampanoags' lives, create a graphic organizer via bubbl.us to depict the similarities and differences in the way the Pilgrims and the Wampanoag lived.*

### 5. Create and collaborate with bubbl.us.

#### **Instructions:**

1. Take a look at the Making a Graphic Organizer: Step-by-step Guideline.
2. Work with your partner to decide what to include in your graphic organizer about the daily experiences of Pilgrims and Wampanoags.
3. Go to [bubbl.us](http://bubbl.us) and start working on your graphic organizer!
4. Screenshot your graphic organizer and save it to your device.

#### **Student Work Example**



## MAKING A GRAPHIC ORGANIZER: STEP-BY-STEP GUIDELINE



*Use this guideline to start designing your online graphic organizer. In this guideline, you will find easy and clear instructions with visuals for creating your graphic organizer via [bubbl.us](https://bubbl.us).*

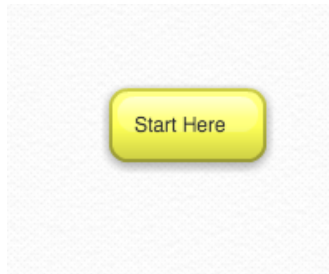
### **STEP 1:**

- 1) Go to <https://bubbl.us>.
- 2) You do NOT need to sign in or sign up.
- 3) Choose “Start Brainstorming”.



**STEP 2:**

- 1) *Start designing your graphic by clicking on “Start Here”.*



- 2) *Add text into the bubbles.*



- 3) *Click on the right side of any bubble to create a new bubble.*



- 4) *Click on the right side of any bubble to create a new bubble.*



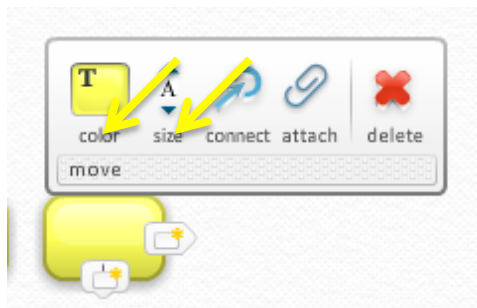
- 5) *Click towards the bottom of any bubble to create a new child bubble.*

**STEP 3:**

1. *TIP: Use “child bubbles” to create the subheadings of your graphic organizer.*
2. *First, create “Pilgrims” and “Wampanoag”. Then create child bubbles for the subheadings such as housing, clothes, etc.*



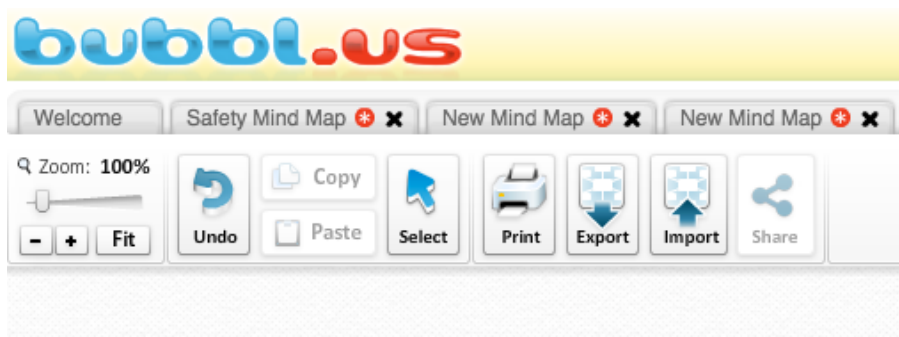
💡 *You can zoom in and out, and use the undo function when you need it.*



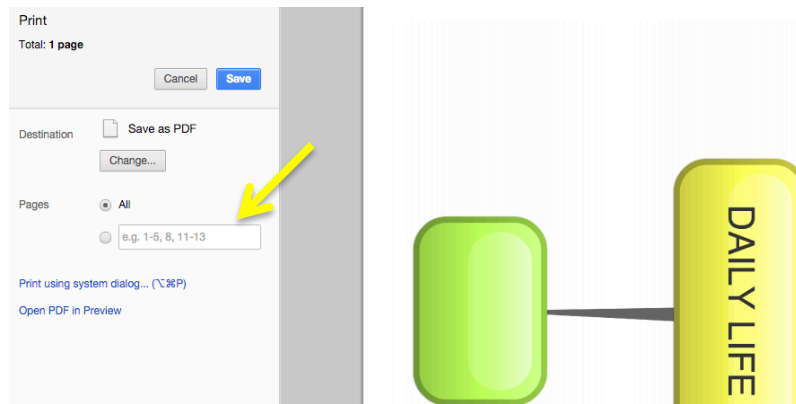
💡 *You can customize your bubbles and delete them any time by hovering over the box until you see the toolbar.*

**STEP 4:**

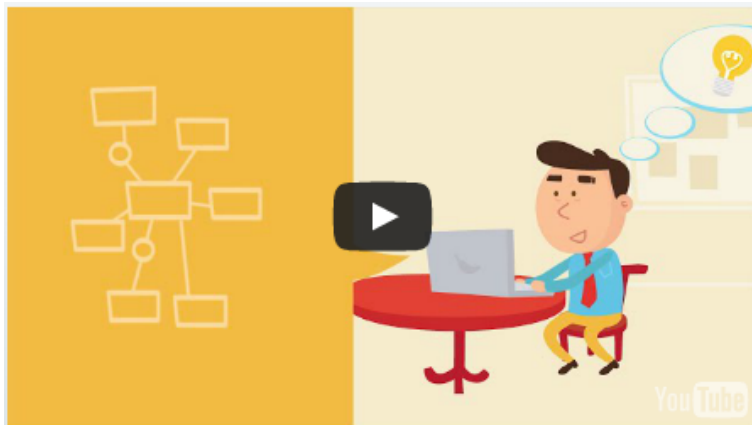
1. *Save your graphic organizer by clicking on “Print”,*



2. Choose “Save” to save your graphic organizer to your device.



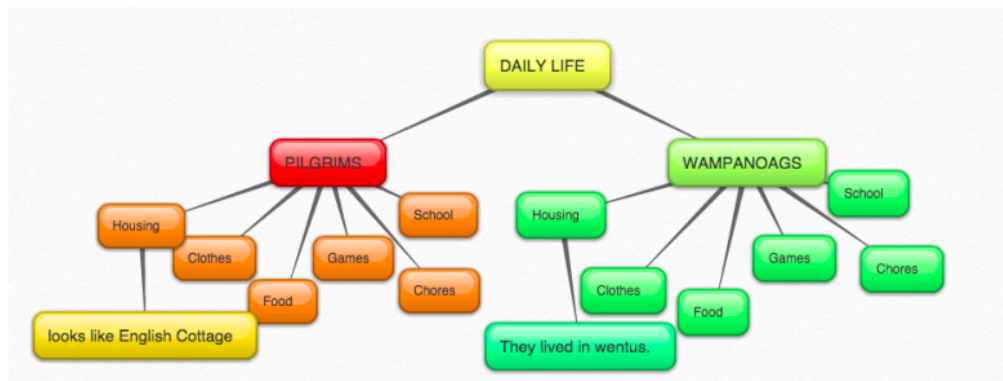
### Video Tutorial:



The video link: <http://youtu.be/vwKx36q6W4k>

For more resources:

### Graphic Organizer Example:



**UNIT 2: Extension Activity B**

*Search the Internet for interesting news about Thanksgiving Day. Your search might include the celebrations, the food, or recent news on media. Bring a photo from your research to class and present your story to your group.*

Take notes here...

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### **SUGGESTIONS FOR ADDITIONAL TOPICS**

#### **UNIT 3: A SCARY HOLIDAY**



The author would like to suggest an additional topic for Unit 3: A Scary Holiday. The theme of this additional unit is Halloween. The goal of this unit is to enrich students' cultural knowledge and improve reading, writing and listening skills. In this unit, students get familiar with the Halloween celebrations, watch a scary movie: Goosebumps, and write scary stories. The lesson begins with an authentic video featured in History.com about the origins of this celebration. After watching the video, a brief class discussion on this topic would be a great activity to prepare students for the lesson and activate their prior knowledge. The discussion questions in Unit 2 can be used as a model to create discussion questions for Unit 3. *Example discussion question:* What scares you most? Share your answers with your classmates.



After watching the video, students should be given a related vocabulary exercise. In addition to the video, students can also read an article about the origins and traditions of Halloween on History.com. Then, students are divided into groups of three or four to explore Halloween traditions such as trick-or-treat, dressing up, and carving pumpkins. Each group investigates a tradition, its history, and how it is practiced today with pictures. Then, each group presents their findings to the whole class.

In the second part of the unit, students read the storyline of the movie “Goosebumps.” It is important to check students’ comprehension after this reading. Then, they watch the trailer of the movie. As part of this activity, students will explore the elements - setting, characters, and suspense- that make a story exciting and scary. Students learn about the features of crafting scary stories before they start writing their own scary stories. Moreover, students can work in groups to brainstorm vocabulary items such as scary adjectives, places, and characters that they can use in their story writing activity. For the story writing activity, teachers can provide students with writing prompts or let them watch the “Story Starter” of Goosebumps. Teachers can also ask students to draw for this activity.

### UNIT 3: SAMPLE MATERIALS

Teachers can follow the links below to explore some materials that they might consider using for Unit 3.

**History.com Halloween Videos:** <http://www.history.com/topics/halloween>

**History.com Halloween Articles:** <http://www.history.com/topics/halloween/history-of-halloween>

**Scholastic's Teaching with Goosebumps:**

<http://www.scholastic.com/teachers/collection/teaching-goosebumps-lessons-and-activities-your-classroom>

**Scary Story Writing Prompts Inspired by Goosebumps:**

<http://www.scholastic.com/teachers/lesson-plan/spine-tingling-storytelling-fun-goosebumps>

**Goosebumps Vocabulary:**

<http://www.scholastic.com/teachers/sites/default/files/asset/file/goosebumps-writing-prompts-vocabulary-list.pdf>

**Goosebumps Movie Trailer and Storyline:** <http://www.imdb.com/title/tt1051904/>



## Goosebumps Story Starter:

<http://www.scholastic.com/goosebumpsmovie/videos/jackblack3/>



## Writing a Scary Story:

<http://www.scholastic.com/goosebumpsmovie/pdfbook/index.htm>

# Scary Stories: The Breakdown



**My tips on what makes a story scary**

## What makes a story scary?

A scary story is more than just a monster jumping out of a dark corner. Authors and filmmakers give you a scare by crafting stories with carefully selected elements. A good monster can help, too.

*Goosebumps* is a movie based on the popular series of children's horror books of the same name. The filmmakers—including the director and screenwriter—used several different storytelling features to create the thrills and chills that *Goosebumps* is known for.

[Read about them here.](#)

**WATCH THE TRAILER NOW**



**My thoughts on the *Goosebumps* characters**

**Setting:**  
A spooky castle, a haunted swamp, an abandoned doll factory, a cave full of bones . . . you get the picture. The right setting can help fuel a scary story.

**Characters:**  
Ghosts, vampires, mummies, dragons, evil clowns—the list goes on and on. These important characters often play the antagonists of a story, the character who causes problems for the main character, the protagonist. A likable protagonist is important for a scary story, too, since the viewer needs someone to care about. A well-written but eeeevil character creates a believable antagonist and gives the story a necessary conflict.

**Suspense:**  
A suspenseful plot keeps viewers on the edge of their seats. A story with rising action and a dramatic conclusion—or, as Stine says in the movie, “twists and frights”—sucks viewers in and makes them feel involved in the story.

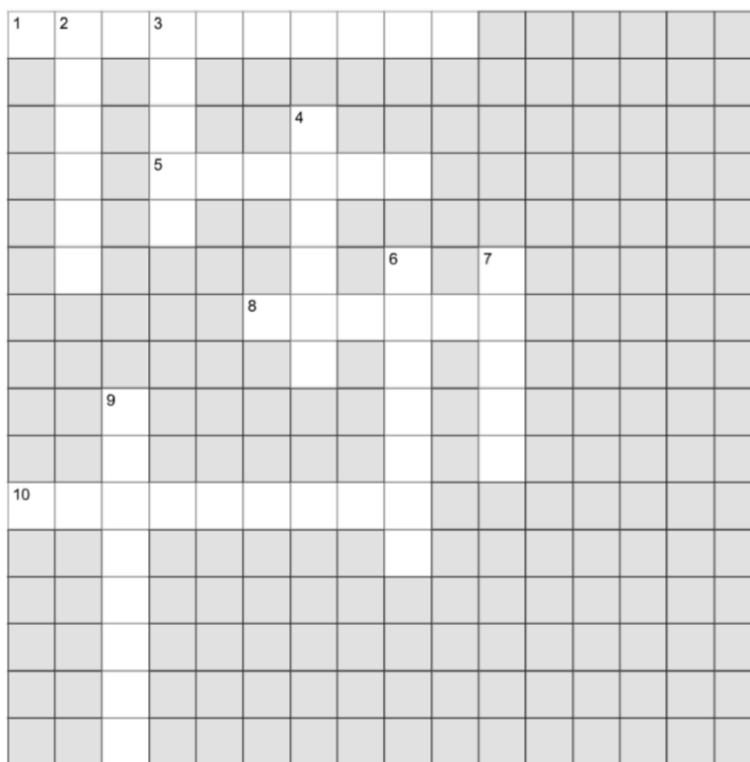
GOOSEBUMPS and associated logos are trademarks of Scholastic Inc. Goosebumps, the Movie © 2015 Columbia Pictures Industries, Inc. All Rights Reserved.



## ANSWER KEY

### Answer Key UNIT 2/A: Thanksgiving Puzzle

### THANKSGIVING PUZZLE



#### Across

- 1. victorious
- 5. bounty
- 8. parade
- 10. colonists

#### Down









- 2. iconic
- 3. tribe
- 4. annual
- 6. harvest
- 7. feast
- 9. pilgrims

### Answer Key UNIT 2/A: Listening



**Vocabulary:**

*Match the words below with the appropriate definitions according to their meaning.*

 feast <b>J</b>	9) the crops that have been gathered, or the amount and quality of the crops gathered
 pilgrims <b>M</b>	10) a large meal where a lot of people celebrate a special occasion
 tribe <b>O</b>	11) having won a victory, or ending in a victory
 iconic <b>N</b>	12) someone who settles in a new colony
 colonists <b>L</b>	13) a religious person who travels a long way to a holy place
 parade <b>P</b>	14) widely recognized and well-established
 harvest <b>I</b>	15) a social group consisting of people who have the same beliefs, customs, language etc.,
 victorious <b>K</b>	16) a public celebration when musical bands, brightly decorated vehicles etc. move down the street:

**Focus Questions:**

*Look at the questions about Thanksgiving below. Choose the best answer for each question.*

1. When was the first Thanksgiving held?






- a.) ☒ 1621    b.) 1740    c.) 1874    d.) 1984

2. Thanksgiving Day is the first Thursday of November.

- a.) True    b.) ☒ False






**Comprehension Questions:**

*Read the statements about the video. Write (T) True or (F) False next to each item*

-  **(F)** Colonist formed a relationship with the Wampanoag tribe because they were hungry.
-  **(T)** The first Thanksgiving meal took place in 1621.
-  **(F)** Abraham Lincoln declared the first Thursday of November to be the national Thanksgiving Day.
-  **(T)** In mid 1990s, the celebration date of the Thanksgiving Day varied across the states.
-  **(F)** The main purpose of Thanksgiving Day is watching sports and shopping.

**Detail Questions:**

*Complete the sentences according to the video.*

-  Half the people of the colonists died because of **a harsh winter**.
-  The first Thanksgiving meal included **goose, corn, fish and lobster**.
-  **Sarah Josepha Hale/ A determined magazine editor** started a campaign to set a national Thanksgiving Day.
-  Parades became a Thanksgiving Day **tradition**.
-  Thanksgiving Day is important to spend time with **family and loved ones**.

## Answer Key UNIT 2/B: Reading

### Reading Comprehension A:

*Match the subheadings with the most appropriate paragraph.*

**C** 1. Know the value of the little things.

**E** 2. Volunteer.

**B** 3. *Mindfully* use social media.

**A** 4. Spend time with loved ones.

**D** 5. Get moving.

### Reading Comprehension B:

*Choose Read the statements about the article. Write (T) True or (F) False next to each item.*

- 1) **(F)** Spending more money can help create a closeness with the loved ones.
- 2) **(T)** It is important to be careful while using social media.
- 3) **(T)** According to research, expressing gratitude everyday may make us more satisfied in our relationships.
- 4) **(F)** Volunteering can cause lower feelings of happiness.
- 5) **(T)** People who exercise are more likely to have an increased overall well-being.

### Vocabulary Exercise

*Complete the sentences with the most appropriate word. Use each word only once.*

- 1) People should drive **mindfully** near school and residential areas to help reduce child pedestrian fatalities and injuries.
- 2) In today's world, it is hard to avoid the **plugged-in** lifestyle, since the daily life is filled with electronic devices.

- 3) The researchers **advise** that one should appreciate the little things in life.
- 4) You can make someone happy by sharing your positivity and give compliments.
- 5) Healthy eating is not about strict dietary limitations. It is about feeling great and having more energy.
- 6) One of the best ways to make new friends is to volunteer for a shared purpose.
- 7) If you want more happiness, joy, and energy, gratitude is clearly a crucial quality to cultivate.
- 8) Being grateful for things should not be limited to one Thursday per year.